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ABSTRACT

The result of a community assessment of child care needs, this report presents the conclusions and recommendations made by the President's Ad Hoc Committee on Child Care at the University of Texas at Austin. This committee, composed of faculty, staff, and students, was appointed to conduct a comprehensive examination of the child care needs and requirements of the University community. The Committee conducted public hearings, interviewed groups and individuals with expertise on child care issues, reviewed a broad body of relevant literature, made site visits to other institutions and businesses, reviewed the child care and family programming activities of other institutions of higher education, and conducted a massive written survey of the University community's child care concerns and needs. These efforts are reported in chapter 1 of the report. In chapter 2, the issues under consideration are defined in the context of the trends and responses to child care in society at large. In addition, the University's role as educator, employer, and leader is considered. Chapter 3 summarizes the Committee's examination of national trends affecting institutions of higher education and the Committee's review of child care and family programming activities at other institutions of higher education. Chapter 4 deals with the particular child care needs and concerns of the community at the University of Texas at Austin. Chapter 5 examines limitations and options in order to make some judgments as to their feasibility, desirability, and appropriateness for the University. Chapter 6 presents a discussion and summary of conclusions. The final chapter contains the Committee's recommendations regarding general and specific policies to be considered. A list of areas of concern and questions for review by the Committee is appended, as well as descriptions of child care activities and programs at selected higher education institutions. The University's child care survey instrument is included. Contains 38 references. (AA)

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ED 376 959

REPORT AND RECOMMENDATIONS

OF

THE PRESIDENT'S AD HOC COMMITTEE

ON CHILD CARE

The University of Texas at Austin

January 1990

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EXECUTIVE SUMMARY

William H. Cunningham, President of The University of Texas at Austin, appointed a 15 member committee (composed of faculty, staff, and students) to conduct a comprehensive examination of the child care needs and requirements of The University community, to assess various courses of action, and to recommend appropriate actions that The University might take to respond in a meaningful and effective way. A summary of the extensive review undertaken, conclusions reached, and recommendations made is given in the final report of this committee.

The President's Ad Hoc Committee on Child Care began its review in the Fall of 1988 by conducting public hearings with regard to child care issues on The University campus. The Committee also interviewed groups and individuals with expertise in these issues, reviewed a broad body of relevant literature, made site visits to other institutions and businesses, reviewed the child care and family programming activities of other institutions of higher education, and conducted a massive written survey of The University community's child care concerns and needs. These efforts are reported in **Chapter I** of the Committee's report.

In **Chapter II**, the issues associated with child care at The University are defined and placed in context of the trends and responses to child care that are occurring in society at large. The University, unlike most businesses or agencies, carries at least three roles: educator, employer, and leader. These imply a special challenge in dealing with child care issues but also reflect some unique resources and expertise.

It is apparent that The University does not exist in a vacuum and that the issue of child care for working parents and students with dependents has international, national, state, and local ramifications. Current and predicted demographic changes show that:

*In 1950, only 12 percent of women with children under six were in the paid labor force; by 1986, 56 percent were in the paid labor force.

*In 1987, women received 35 percent of earned doctorates as compared to only 13 percent in 1970.

*Women will continue to increase their presence in the nation's labor force due to the rising cost of living, better job opportunities, and the need, by businesses and industry, for new sources of labor.

*The nation's work force is currently only growing by 1 percent and employers must replace retiring workers and fill newly created jobs with groups (such as women) who have had lower rates of labor force participation. Some national labor shortages are predicted in the 1990s.

*A recent study by the American Council of Education identifies a shortages of qualified new faculty to replace retiring faculty or to fill newly created positions.

*By the year 2000, it is projected that 80 percent of women ages 25-54 will be in the work force.

The practical results of these changes have major implications for both employers and society at large. Traditional systems of support for child care and family responsibilities are no longer available to most workers, both male and female. Employers are now recognizing that, in order to

maintain a competitive and productive work force, they must deal with the impact that child care and family responsibilities have on **all** of their employees. Too, society must be concerned about the type of care being given to our future citizens: the leaders of the year 2040 are being raised today.

The United States is one of the few Western nations with no national public policy on working parent child care. Although the Congress of the United States is currently wrestling with various initiatives in this area, working parents and their employers are forced to handle these questions on their own.

The State of Texas, through recent legislative efforts, has recognized the concerns of working parents and their employers with initiatives aimed at facilitating the development of child care services and resources for the State's work force in both the public and private sectors. Included are such efforts as the creation of the Texas Employment Commission's Child Care Clearing House and authorization for the use of state buildings to house on-site child care facilities for state employees.

Employer-assisted child care and family programming services have mushroomed in the past decade both nationally and locally. The employer level of involvement runs the gamut from minimal resource and referral programs to employer-subsidized day care centers complemented by programs and policies aimed at balancing the family and work life of employees.

The business interest in child care and assistance with family responsibilities is linked to the benefits received by the employer in providing such services. Employers with established child care programs report that child care services advance management objectives and produce tangible benefits in terms of reduced absenteeism, lower turnover, higher employee morale, and increased productivity. Substantial dollar savings are related to efforts in these areas.

Chapter III summarizes: a) the Committee's examination of national trends effecting institutions of higher education; and b) the Committee's review of child care and family programming activities at other institutions of higher education.

Institutions of higher education are experiencing a dramatic growth in the number of women in the academic work force. At the same time, some institutions are beginning to experience difficulty in hiring new faculty and future faculty shortages are predicted. At The University of Texas at Austin, females account for 24.2 percent of the faculty and for approximately 35 percent of the annual new faculty hires.

A recent statement by the American Association of University Professors recognizes the desirability of universities and colleges to assume a share of the provision of child care services to their faculties and strongly commends an institutional commitment to the provision of quality child care.

Some institutions have adopted faculty probationary and leave policies for faculty members which take into account demands of child care and family responsibilities. Recently, committees of the Faculty Senate at The University have been charged with making reviews and recommendations on child care and family responsibilities issues as they affect faculty members.

The President's Committee on Child Care examined the approaches used by other institutions of higher education to the questions of child care and family responsibilities for faculty, staff, and students with dependents. The Committee found that most peer institutions are dealing with these issues in one form or another with the range of involvement running from an initial study committee to the construction of multi-million dollar child care centers.

The Committee found no one blueprint or model that would be appropriately transferred, in toto, to The University of Texas at Austin but did categorize some of the major approaches used by other peer institutions.

On/near site child care centers at other institutions of higher education were funded and connected with the institution through a variety of arrangements. Some institutions operate their own centers while others contract with private providers. Some institutions are able to provide a subsidy for the operating costs of their centers while others just provide a facility and landlord costs with user fees covering operating costs. The populations served, fees, policies and organizational reporting also vary greatly. These variances seem to be based on the specifics related to the institution and not a obvious preference for one mode over another.

Resource and referral programs designed to assist employees and students in locating child care options within the community frequently comprise part or all of an institution's child care efforts. Some institutions with large child care centers use resource and referral programs to complement their other services. Others have instituted a comprehensive approach to child care and family responsibilities by creating a office responsible for the overall coordination of child care and family programming.

Some institutions are attempting to assist their employees and students with dependents through modification or creation of *policies* dealing with issues such as leave, flextime, and flexible benefit plans. With the exception of institutions associated with medical facilities, the Committee did not find a peer institution that operated its own *sick-child* care facility although a few provide referral information for this care.

In sum, the review of other institutions of higher education revealed that most peer institutions are involved in or are examining their potential involvement in child care and family programs. These approaches vary widely and seem to be highly dependent upon the specific demands of each institution. Many of these approaches have arisen as an *ad hoc* response to an immediate need rather than being part of a comprehensive and planned program.

Chapter IV deals with the particular needs and concerns of the community at The University of Texas at Austin.

In *Section A*, a summary is given of the major issues and suggestions put forth at the public hearings. Students, faculty, and staff all cited difficulty in locating appropriate child care services, especially for infants and sick children, and for child care coverage which provided flexible scheduling or was outside of the "traditional" hours. They also noted that holiday/summer care was a critical need for their school-aged children along with concerns about after school coverage. Faculty and staff indicated a need for employment policies which took into account child care and family responsibilities. Students related difficulties with financial aid packages which did not adequately reflect dependent care expenses and with course load requirements which did not recognize their multiple roles of student, parent, and often part-time wage earner. Staff and students discussed the high cost of child care. Many cited the need for more information on resources and the desire for programming to assist in child care and family concerns.

Common suggestions included: the establishment of an on-site child care center with affordable rates; the need for resource, referral, and educational programming dealing which child care, parenting and family responsibilities; and institutional policies and procedures designed to recognize and assist with the impact of family life on employees and students with dependents.

Section B of Chapter IV contains the entire report of the Survey Subcommittee. This survey was designed to gather information about current child care arrangements and to assess the demand for various child care services at The University. The survey was sent to over 4,100 members of The

University community with an overall response rate of 51 percent (48 percent male and 52 percent female). Among the results found were:

*More than 75 percent of all respondents feel that UT should offer child care services.

*More than 80 percent think child care services would be helpful in recruitment and retention of faculty, staff, and students.

*More than 66 percent indicated they missed classes or work because of the unavailability of child care.

*The greatest needs expressed are for low cost child care, summer/school holiday programming and for full-day care.

*If The University offered child care services, *respondents* with children indicated they would use regular day care for 265 children, holiday/summer programs would be used by 264, and flexible evening care by 256.

**Extrapolations* from the sample date show that there could be a need for up to 1,500 regular day care space when considering the total University population with children.

In Chapter V, limitations and options are examined in order to make some judgements as to their feasibility, desirability, and appropriateness for The University.

Financial limitations dictate that direct subsidies such as voucher systems or payments for the operating costs of a center are not available to The University as a public employer. Some student subsidy is possible through student fees. Other options are explored to assist low income employees.

Resource and Referral programs greatly assist in locating some child care in the community but have limitations as the only approach in that they do nothing to expand options in areas of need such as infant care, non-traditional hours, flexible schedules, etc. Too, it is noted that child care providers within a mile radius of The University are operating at 96 percent capacity.

Parent and Family Programming efforts are very desirable because they efficiently provide needed services to a broad base.

The University's involvement in the developing *community child care resources* would enhance the leadership role of The University, increase services for employees and students and provide training opportunities for University students.

Care for the *mildly-ill child* is available in the Austin community, but very expensive. No realistic options were found by which The University could assist employees and students with the affordability of these services. Some resource and referral efforts and well-child programming are desirable and possible.

Liability coverage for on-site child care centers sponsored by employers is available and affordable and usually adds little to institutional insurance coverage. The use of an independent contractor does not insulate the institution from liability. Risk management experts link lower risks to centers with well-trained caregivers and with low turnover in professional personnel.

The mission of the *Child and Family Laboratory (CFL)* at The University is that of research and training with part-time child care as a byproduct. The combination of employee/students child care services with the CFL could dilute the purpose of both efforts. However, there are some opportunities for these two distinct efforts to share resources and to complement one another.

Appropriate *personnel and student-related policies* are often used as methods of supporting child care and family responsibilities and can be a fairly low-cost approach providing immediate benefits for a broad group.

In *Section K of Chapter V* the report of the Finance and Standards Subcommittee is presented along with a model of an *on/near-site child care center* which would incorporate quality standards, provide some flexible scheduling and evening/week-end hours, and would provide a three-year phase-in period with spaces for 122 FTE. Projected income, expenses, fees, staffing needs, and room configurations are given. Assuming that the University would provide the facility and landlord cost, this model would be self-supporting within the phase-in period. The model also assumes that The University will operate this facility itself and gives a strong rationale for this assumption.

In **Chapter VI,** a discussion and summary of conclusions reached are given. Included are such observations as:

*Preschool child care is just a major symptom of the changing patterns in American society and work force profiles. **The real issue is the recognition of the impact that family life and family responsibilities have on the work life of employees and the educational life of students with dependents.**

*Any effective and efficient approach to the issues of child care must include efforts directed at preschool child care, school-aged children, parenting issues, and other family responsibilities involving dependent children.

*It has fallen to employers to handle these situations as national policy considerations in this area are being considered. Employers must be in a posture to react quickly to future legislation and to take advantage of those initiatives.

*Child care services will be viewed as an important employee benefit of the 1990s, especially for new faculty members.

*Public universities have a role and duty to develop community resources in the area of child care.

*To address the work force needs of the next decade, students with dependents must be assisted with their child care and family responsibilities in order that they may complete their education.

*Private providers welcome University efforts in this area as they see enhancement opportunities for their own services.

*A critical need exists at The University for a comprehensive program which addresses the child care and family responsibilities of its employees and students with dependents. The challenge is to efficiently provide the broadest range of services, within resources, and to place The University in a position to respond to the needs of the 1990s.

Chapter VII contains the general and the specific recommendations of the Committee. Among the *general recommendations* are:

*The University should acknowledge, through policy and programmatic efforts, that the family life of employees and students with dependents has a major impact upon their work lives and educational experiences.

*The University should implement a well planned program that addresses these needs as well as fostering community resources in these areas.

*This program should take advantage of existing internal resources and should contain a multi-pronged approach of both *direct* (child care center) and *indirect* (child care and family programming) services, along with *policy considerations*, in order to provide the broadest coverage possible within available resources.

*The establishment of one component of this plan without the others will create an imbalance resulting in ineffective and short-sighted services.

Specific recommendations include:

1) The Committee recommends an Office of Child Care and Family Services be established at The University of Texas at Austin.

The specific responsibilities of this office and areas of programming efforts are outlined. These include the development of resource and referral programs, educational programming for employees and students, holiday and summer programming, policy development, fund enhancement, and community development.

2) The Committee recommends a pilot on/near-site Child Care Center be established at The University which has expansion capabilities at the pilot site and in possible satellite areas of the campus.

Recommendations are given as to the operation of the facility, parameters to be consider in selecting the site(s), and fee and entry considerations. Special reference is given to the phase-in child care model presented in the report.

3) The Committee recommends The University develop policies which acknowledge the impact of child care/family responsibilities on its employees and students with dependents.

Recommendations are made regarding general and specific policies which should be considered.

In summary, The President's Ad Hoc Committee on Child Care has conducted a comprehensive examinations of the child care needs at The University of Texas at Austin and has recommended courses of action that The University could take in order to respond in a meaningful and effective way to these needs.

I. INTRODUCTION

During the spring of 1988, Dr. William H. Cunningham, President of The University of Texas at Austin, requested that a comprehensive study of The University's child care needs be undertaken. President Cunningham created the President's Ad Hoc Committee on Child Care by appointing five faculty and five staff members and requesting nominations for student representation from the Students' Association. Dr. Peggy Kruger was asked to serve as Chairperson of this Committee. The Committee met for the first time in late July 1988, shortly after the appointment of five student representatives. The fifteen Committee members are:

Faculty	Staff	Students
Dr. James Deitrick Associate Dean College of Business Administration	Ms. Sarita Brown Assistant Dean Graduate School	Ms. Dara Bailey Student Students' Association
Ms. Mitzi Dreher Assistant Dean School of Nursing	Mr. Clemith Houston Assistant Director Office of Personnel Services	Mr. Ryan Franco Student Students' Association
Dr. Joe Frost Professor Curriculum & Instruction	Dr. Sharon Justice Dean of Students Office of the Dean of Students	Ms. Carolyn Malloch Student Students' Association
Dr. Harold Grotevant Professor Home Economics	Dr. Peggy Kruger Assistant Vice President for Administration	Mr. Will Pinkerton Student Students' Association
Dr. Martha Williams Dean School of Social Work	Ms. Marsha Moss Director Office of Institutional Studies	Ms. Lisa Robinson Student Students' Association

A. CHARGE

In his letter of charge to the committee members, Dr. Cunningham asked the Committee *"to conduct a comprehensive examination of the child care needs and requirements of The University community, to assess the various courses of action that are available to The University, and to recommend the appropriate action that The University might take to respond in a meaningful and effective way to these child care matters."*

Dr. Cunningham's letter cited some of the issues that should be considered:

*the demand for child care services within the several components of The University community, the students, the faculty, and the staff;

*the location of services;

*the programmatic focus of services desired, e.g., well-care and sick care, age group services, and the hours of services needed (full-time, part-time, after school day care, drop-in);

*the nature and scope of services available at other peer institutions and within the Austin community, including the efforts of the Working Group on Child Care in the Capitol Complex;

*the several provider options and associated regulatory requirements, University-managed facilities, private contractors, broker systems, private sector information resources and referrals;

*a priority ranking for the broad categories of child care services recommended and a cost assessment for each of these individual services.

In closing, the charge noted that "given the diversity of The University community, a range of services and a corresponding range of costs may emerge as the desirable strategy to provide the best possible child care within available resources. The committee should anticipate that all operating costs for child care services must be paid by the users (Appendix A: "Letter of Charge to President's Ad Hoc Committee on Child Care")."

B. COMMITTEE ORGANIZATION AND APPROACH

The Committee held its first meeting in late July 1988 at which time President Cunningham personally gave his charge to the Committee and responded to questions. The Committee discussed possible approaches to

the major issues to be examined and organized the following subcommittees to conduct research on topics of particular interest:

A)	Survey	Marsha Moss, Chair
B)	Models/Existing Resources	Sarita Brown & Lisa Robinson, Co-Chairs
C)	Standards/Quality	Hal Grotevant, Chair
D)	Finance	James Deitrick, Chair
E)	Policies	Full Committee

As the Committee's work progressed, some modifications were made to the original subcommittee structure, such as the addition of a subcommittee to review Sick-Child Care Concerns and the eventual merger of the Standards/Quality Subcommittee with the Finance Subcommittee.

C OVERVIEW OF INFORMATION GATHERING PROCESS

The Committee took its charge of a "comprehensive examination of child care needs" very seriously and went to great lengths to become well-informed on the issues pertaining to child care. The first step was to gain an immediate understanding of the general concerns, needs, and suggestions of different groups in The University community. To that end, a series of well-publicized hearings were set up on campus and sponsored by the President's Office. Each of the first three hearings were targeted at a special group: students, staff, and faculty. The fourth hearing was reserved for a general discussion of child care issues with interested parties from the campus and the Austin community invited to attend. These hearings were well-attended and the information provided by the various testimonies not only formed the basis for further research, but also served to identify additional resources and gave the Committee a first-hand understanding of the issues involved.

Concurrent with the hearings, the Chairperson and various Committee members initiated a series of informative conversations with groups and individuals on campus concerned with this issue. Included were the University Student Childcare Association, the Staff Parents Network, the Faculty Senate Committee on Child Care, the Faculty Senate Committee on Family Leave, and the Child Development and Family Relationships Program and Laboratory. A number of other campus administrators, faculty, and staff with expertise in these areas were also consulted including Matt Harriss, Assistant Dean of the Law School; Dr. Robert Cooke, Associate Vice-President for Student Affairs and Director, Housing and

Food Services; Dr. Laura Lein, School of Social Work; and Deanna Schexnayder, Research Associate at the Bureau of Business Research.

Interviews were held with informed groups and individuals in the greater Austin community such as the Capitol Complex Child Care Working Group, the City of Austin's Child Care Commission, the Child Care Connection of Austin, Austin Families, Inc., and the Texas Employment Commission's Child Care Clearinghouse. Tours were made of child care facilities at the Texas School Services Foundation, the Texas School for the Blind, and Austin Community College. A tour was also made of the Family Center at Bergstrom Air Force Base. Officials at Seton Hospital were interviewed both as a major employer providing child care options and as a health center which had initiated a child care center for mildly-ill children, Seton Kids Care Club. Several private providers of child care in the Austin community were also interviewed extensively.

Meanwhile, the Chairperson served as a clearinghouse for a large amount of national, regional, and local printed materials on child care issues, including current and developing policies and legislation, private-sector initiatives, work force needs, and demographic predictions. Information came from a variety of sources such as the National Coalition of Campus Child Care Issues, Texas Employment Commission Studies, The National Report on Work and Families, and a number of articles in both popular and professional publications. This information was distributed to Committee members as it became available. Several Committee members also attended conferences, meetings, and workshops in order to keep abreast of the latest initiatives by both the public and private sectors.

The responses of comparable institutions of higher education to the issue of child care were of particular interest to the Committee. Recent child care committee reports from the University of Washington and Texas A&M University were thoroughly reviewed by the full committee. A subcommittee on Models/Existing Resources studied the results of recent surveys and conducted interviews with individuals at a number of institutions to determine the scope and variety of child care services offered on their campuses. This information was presented to the Committee for review.

In order to determine child care needs for this campus, the Survey Subcommittee undertook a massive written survey based on the information received from the hearings and other sources. A questionnaire dealing with specific child care needs and predicted uses was carefully designed. Under the sponsorship of the President's Office

and the Office of Institutional Studies, this survey was sent to over 4,000 faculty, staff, and students on this campus. Child care availability in The University area was confirmed by reference to several recent surveys conducted by the Capitol Complex Child Care Working Group and Austin Families, Inc.

The Standards and Finance Subcommittee researched various operating costs and programmatic design options through a review of information from other campuses and state agencies, as well as private-sector child care operations in the Austin area. These studies provided the Committee with a perspective on the anticipated operating costs of a model on-site child care center.

The Committee as a whole reviewed the workings of the subcommittees, discussed and considered various issues and approaches, and participated writing this report.

II. DEFINITION OF ISSUES

A. MULTIFACETED ROLES OF THE UNIVERSITY

When confronting the issue of child care, The University of Texas at Austin carries, at least, three distinct roles. First, there is The University's mission as one of the state's foremost **educators**. However, The University has long recognized that excellence in education relies not only on the quality of the teaching staff or the level of academic standards, but also on the existence of an atmosphere conducive to the academic success of its students. To that end, The University provides residence halls, food services, recreational facilities, health services, counseling services, and financial aid assistance to encourage a positive and supportive learning environment.

The second role that The University carries is that of a major **employer** not only in Austin, but also in the State of Texas. The University currently employs over 15,000 full and part-time faculty and staff members. In order to remain in a competitive position for both faculty and staff personnel, The University must keep abreast of the changing profiles and needs of its work force.

The third major role held by The University is that of a **leader.** As a "university of the first class," it seems appropriate that The University of Texas at Austin should set forth a model of what is possible and desirable in order to enhance the educational environment of its students and to face the challenges of a rapidly changing work force. In this way, The University can both provide the best faculty and staff possible to support its educative mission and act as a role model for the community.

When the Committee considered these three roles, it saw special challenges to The University in terms of fulfilling its mission as educator, its role as an employer of both faculty and staff, and its position as a leader. The Committee also recognized that The University had existing internal resources for child care services that were unavailable to many other organizations and businesses. With these thoughts in mind, the Committee turned to an examination of child care issues at The University of Texas at Austin. It became immediately apparent that The University does not exist in a vacuum, but that these issues are of great concern across the city, the state, and the nation.

B. CHILD CARE ISSUES, TRENDS, AND RESPONSES

Child care is an issue not only at The University of Texas at Austin, but across the country as well. It has become an important indicator of our economic, social, and political well-being as a nation while growing numbers of families are faced with decisions about who will care for their children. From the 1988 national Presidential elections to the 1989 race for President of the Students' Association at The University, political candidates have found it necessary to include references to child care issues and to suggest responses within their political platforms. There remains little doubt that child care has become an issue not only for employed parents, but also for their employers, co-workers, and colleagues who are affected by parents' ability to obtain adequate care for their children.

1. International/National Trends and Actions

Many European countries have a long tradition of governmental support for publicly funded child care centers along with major national policies that address family responsibilities. However, there is a growing concern in these countries of a "demographic time bomb" which has put child and dependent care programs near the top of the social policy agenda throughout Western Europe. Labor shortages, increasing participation of women in the work force, and diminishing birth rates have increased pressure on European governments and businesses to expand their already generous (by American standards) programs and support for direct child care services, family leave policies, and other family-related benefits for workers (Vita, 1989).

In the United States, child care concerns have become the focus of intense debate and scrutiny over the past two decades. Although the concept of child care is not a new one, the issue has come to the national forefront as growing numbers of women in their childbearing years enter and remain in the work force. A review of past, current, and predicted demographics regarding America's work force clearly shows that a majority of today's and tomorrow's children will receive some kind of child care while their parents work or attend school. For example, national statistics show the following patterns:

*In 1950, only 12 percent of women with children under six years of age were in the paid labor force. By 1986, 56 percent of women with children under six years of age were in the paid labor force (Lein & Nasworthy, 1988, p. 1).

*Currently, more than half (51%) of the mothers of infants are returning to work within the baby's first year. In 1976, only 31 percent returned to work in that time period (Watson, 1989).

*In 1988, 66 percent of all women with children under 18 years of age were in the paid labor force (Watson, 1989).

*From 1975-85, the national labor force grew by 2.2 percent per year. Currently, this labor force is only growing by 1 percent per year bringing about national labor shortages (Boice, 1989, p. 5).

*During 1987, women constituted 35 percent of the doctoral recipients from universities in the United States, compared to only 13 percent in 1970 (Coyle & Thurgood, 1989, Inside Cover).

Projections for the future reveal that the following trends are expected to continue:

*By the year 2000, it is projected that 80 percent of women ages 25-54 will be in the work force and that women will comprise nearly half (47%) of the paid labor force compared to 39 percent in 1972 (Watson, 1989).

*From the year 1989 through 2000, two of every three new entrants in the labor force will be women (Watson, 1989).

*Of interest to institutions of higher education is a recent survey of U.S. Colleges and Universities conducted by the American Council on Education. This survey identified a shortage of qualified new faculty members to replace retiring professors or to fill newly created positions. Half of all colleges and universities responding to the survey reported that it now takes longer to find qualified people for full-time faculty positions (El-Khawas 1989, p. 2).

As Schexnayder (1989) described, these demographics reflect a variety of factors which impact the labor force in general, and colleges and universities in particular. The entry of the "baby bust" generation into the labor force will require employers to replace retiring workers and fill newly created jobs by attracting employees from groups that have traditionally had low rates of labor force participation, particularly women. Economic factors also contribute to the increase in female work force participation. The decline in real wages since the early 1970s coupled with dramatically increased housing costs has created the need for two wage-earners in a family. Contributing to the rise in female participation in the work force has been "the increasing percentage of American women with college degrees and better job opportunities for women, which combine to strengthen women's attachment to the labor force and increase the opportunity costs of leaving the labor force to raise families (Schexnayder, 1989)." Dramatic changes in the structure of the American family, reflected by the growing number of single-parent households usually headed by women, have also contributed to a higher work force participation rate by females.

These current and predicted trends bring with them a complex set of issues which have profound implications for the members of the nation's work force and their collective families. It is clear that "very few of today's children will be raised to maturity by a full-time, homemaking mother (Levitan & Conway, 1988, p. 3)." The implications of this statement for the individual, the family unit, the work place, and our society as a whole are enormous and far-reaching. The care of our children, who are our future citizens and leaders, is a critical issue facing the nation in the 1990s.

The latter fact has not gone unnoticed by some of our major corporate leaders such as Jess Hay, Chief Executive Officer of Lomas and Nettleton Financial Corporation and former Chairman of the Board of Regents, The University of Texas System:

> *If you think to the year 2040, 90 percent of the preschoolers of the 1990's will be entering the prime of their careers. Our entire society will be managed and its character determined by those who will be nurtured--for better or worse--by the care-giving provided outside the nuclear family today* (Duke, 1987).

It has been observed that "the United States is one of the few Western nations that has no national public policy concerning child care for working parents" as well as being "the only industrialized country that does not

have a government policy or program on maternal leave, health insurance and other family related needs, leaving families to rely on employers or their own resources (Iscoe, 1989, p. 4)."

Child care and family policies for workers are currently receiving great attention on the national political front. Time magazine reported that "child care has become a hot-button political issue and both Democrats and Republicans are scrambling to cater to the concerns of working parents (Traver, 1989, p. 17)." More than 100 child care bills were introduced in the 100th Congress and a report from the National Governors Association indicates state governments are becoming aware of the link between child care and worker productivity ("Child care linked," 1989). Citing child care as "the employee benefit of the 1990's", national labor unions have recognized the need to assist working parents and have lent support to legislation aimed at addressing their needs (Albert, 1988, p.48).

Although differing in cost and scope, most of these national legislative efforts fall into two broad categories:

> *Augmentation of the present system with proposals that would provide grants to expand child care programs for preschool and elementary-aged children, increase subsidies to low income families, establish quality standards for child care, reform liability laws affecting providers, and expand tax incentives to provide child care.
>
> *Modifications of the tax code to expand the dependent care tax credit, currently available only to working parents, or to replace it with a "child allowance" that would be available to parents, whether or not they participate in the paid labor force (Levitan & Conway, 1988, p. 15).

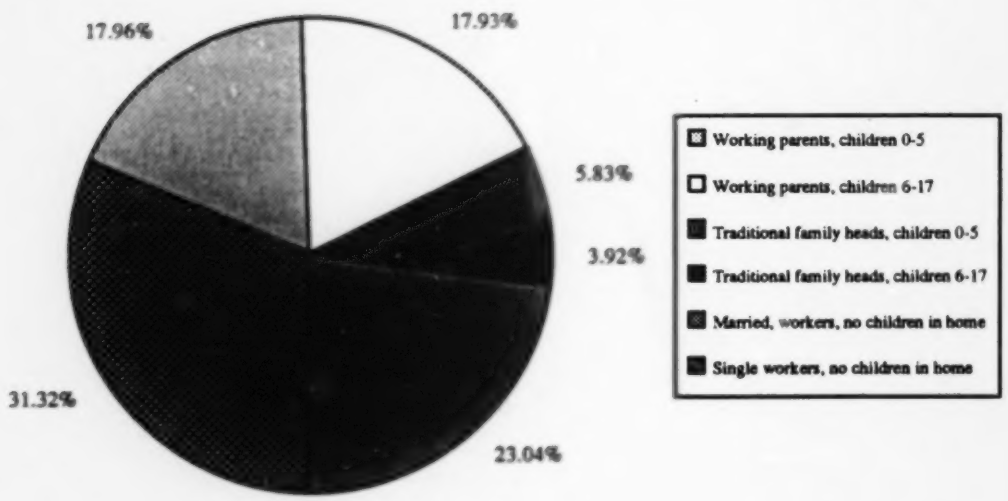
Yale University psychologist, Dr. Edward Zeigler, who is known as the creator of the Head Start Program, has devised a proposal for the "Schools of the 21st Century." His futuristic vision integrates the child care needs of American communities from infancy through pre-adolescence by centralizing child care services and education within the present public school system. Pilot projects using this concept have proven highly successful for parents and educators in Missouri and Connecticut, and school districts in other states, including Texas, have incorporated components of this innovative plan (Zeigler, 1988).

It is clear that the issues affecting child care and working families have captured the attention of our national policymakers. As we enter the 1990s, it is anticipated that a variety of legislative initiatives and appropriations will flow from Washington D.C. to the states and local communities, making a significant impact upon private businesses and public institutions with regard to child care issues.

2. State of Texas

Nearly one-third of the Texas work force consists of working parents with children under the age of 18. The increase of women into the Texas labor market over the past three decades closely parallels national trends. "In Texas, over 50 percent of mothers with children under age six and 63 percent of mothers with children aged 6-17 are working outside the home (Iscoe, 1989, p. 4)." Barely 10 percent of Texas families are headed by "traditional" male breadwinners with wives who stay home to care for the children (Schexnayder, 1989). These types of demographic factors are illustrated in Table 1 below:

Table 1
Family Composition of Texas Labor Force



Source: *Current Population Survey*, March 1987, as analyzed by Bureau of Business Research, The University of Texas at Austin

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Researchers believe that these trends will continue in the State of Texas as the demand for women in the work force increases, and the economic stability of families becomes increasingly dependent on the salaries of working mothers. They cite the following predictions:

> *White males, who made up 42 percent of the Texas Labor Force in 1980, will comprise only 35 percent of the labor force by the year 2000 (Schexnayder, 1989).
>
> *By 1995, at least 66 percent of Texas preschoolers and at least 75 percent of Texas school-aged children will have mothers in the work force (Iscoe, 1989, p. 4).

As previously noted, these statistics have been influenced by several factors such as the need for two incomes, the low birth rates of the baby boom generation, the need for new sources of labor, and improved career opportunities for women. The growing need for Texas to have an educated and productive work force and to draw from all segments of its population prompted employers in the mid-1980s to attend to the issues associated with employee child care. As stated by Iscoe (1989, p. 4):

> No longer limited to being a welfare or a women's issue, day care became an economic issue, reformulated in terms that decision makers could understand: competitiveness and productivity. Not only did business and industry recognize the need for addressing the concerns of their current employees, but also they began to view children as the 'human capital of the future, worthy of investment today for productiveness down the track.'

The Texas Legislature has responded to changing social trends by enacting several important child care bills during the past two regular legislative sessions. Most of these initiatives are aimed at facilitating the development of child care services and resources for the State's work force in both the public and private sectors. They include:

> *Creation of the Texas Employment Commission's Child Care Clearing House which provides assistance to Texas employers and workers on child care options in their respective communities.

*Provisions allowing state employees to take advantage of the federal Dependent Care tax benefit program which permits parents to pay for child care with pre-tax dollars. This program also results in payroll tax savings for employers. The savings to the State of Texas (as an employer who participates in this program) will be used to fund latchkey programs in 1990.

*Authorization for the use of state buildings to house on-site child care facilities for state employees with services provided by private contractors and state employees paying for the care.

*Appropriations for pilot studies to coordinate pre-kindergarten, kindergarten, and Head Start programs.

*Appropriations for transitional day care services to low-income families.

*Initiatives to encourage and permit public school systems to cooperate in meeting the child care needs of their communities (Boice, 1989).

These recent state legislative efforts reflect the importance which lawmakers attach to the child care concerns of both employers and parents. The political climate is conducive to the implementation of more aggressive policies and programs. It is anticipated that future legislative sessions will continue to address this increasingly urgent issue.

3. Corporate and Business Responses

In response to the dramatic changes in the American work force, employer-assisted child care has mushroomed in the past decade along with increased attention to what has been dubbed "family-friendly" benefits. The number of employer-supported child care assistance programs rose from about 100 in 1977 to 3,300 in 1987 (Iscoe, 1989, p. 4). A 1988 study conducted by the American Society for Personnel Administration indicated that nearly half of the 1,500 companies surveyed were engaged in some level of involvement in providing child care assistance for their employees (Merit, 1989).

The level of child care assistance offered by employers runs the gamut of available options from minimal resource and referral programs to

company-subsidized day care centers. Many of these companies have programs that deal not only with the care of preschool children, but also with the complex set of issues facing working families. For example, IBM provides their employees with the use of an extensive national resource and referral system for child care and elderly care as well as work and family policies pertaining to adoption assistance, disabled children, and family health and wellness programs. In addition, IBM recently implemented a major expansion of its leave and flextime polices to help employees better balance work and family demands ("IBM begins new," 1988).

More than 80 Texas employers, representing some of Texas' most prestigious firms, now provide child care assistance as an employee benefit (Lein & Nasworthy, 1988). Jess Hay, Chairman and Chief Executive Officer of Lomas and Nettleton Financial Corporation in Dallas and former Chairman of The University of Texas Board of Regents, speaks frequently at meetings and conferences about the benefits of employer-assisted child care programs. In addition, his company provides strong leadership in the Dallas community for the development of quality child care programs. Lomas and Nettleton's pro-active assistance program includes a model on-site child care center complemented by a variety of related family services. Other major Texas employers who sponsor on-site child care centers are All Saints Health Care, Inc., of Fort Worth; American Airlines in Dallas; Presbyterian Hospital of Dallas; and the Internal Revenue Service offices in Houston, Dallas, and Austin ("Texas employers take the lead," 1989, p. 2).

Public and private sector groups are developing programs to increase the availability of quality child care for preschoolers and elementary-aged children using the public school systems. Examples include Child Care Partnership of Dallas, which links business and community leaders with child care professionals in a cooperative effort to develop new programs and quality standards, and the Houston Committee for Private Sector Initiatives (PSI) which is largely responsible for the highly successful implementation of school-based latch key programs. Both of these groups receive funding from corporate sources. Clearly, Texas businesses are not only looking to what they can do within their companies, but also to what role they can play in fostering community initiatives for working parents.

4. Austin Area

In the Austin area, child care and the needs of working parents have become the focus of much attention by local public and private entities.

The Austin Child Care Commission (ACCC), formed in 1986 in response to the recommendations of a mayoral task force assigned to review child care concerns within the city, currently serves to monitor and recommend responses to local child care issues and to oversee their implementation. Based upon a recommendation from the ACCC, a full-time Child Care Coordinator for the City of Austin was hired in October 1988, to promote awareness of child care issues, and to stimulate and encourage cooperative community initiatives in response to these issues.

As a result of recent legislation allowing the use of state buildings for child care purposes, several state agencies are making plans to implement child care centers. One state agency, the Texas School for the Blind (TSB), opened the first such on-site center in January, 1989. TSB leases the space at a nominal rate to a private provider who operates the program. The center is open to all state employees and provides some training for TSB students.

A survey of Austin employers conducted by a national consulting firm (TAF&C) in the summer of 1989, found that 44 percent of Austin employers offer child care help, such as on-site facilities or subsidized voucher and referral systems, compared with 4 percent nationally (McCann, 1989). Some of these employers, including the Texas School Services Foundation, Jack Brown Cleaners, SAS Institute, Austin Community College, Bergstrom Air Force Base, and the IRS, provide either on-site child care or voucher assistance programs. Other employers, such as Seton Hospital, have reserved spaces with private providers for a reduced fee. Seton provides some financial assistance for their lower-income employees, and all employees receive reduced rates at the Seton Kids Care Club for mildly-ill children. Seton's child care assistance plan also includes a resource and referral program for employees.

The Austin area has several child care resource and referral services. One example is Austin Families, Inc., a private, non-profit organization offering a range of services to parents, employers, and child care providers on a computerized database. Services include a counseling program to educate parents about child care options and workshops for employers and employees on child care and related parenting issues. Employers contract with this agency to provide services to their employees and the contract amount is based on the number of employees in the work force. Austin Families, Inc., contracts with a number of Austin employers for this service, including MCC, Allstate Insurance, Tandem Computers, NCR Corporation, and IBM.

As a service to the President's Ad Hoc Committee on Child Care, Austin Families, Inc., drew on their database to share information with the Committee on child care providers located near The University as of April 1989. This list gave the name of 44 day care centers and family day-homes located within approximately a one-mile radius of The University. These providers have a total capacity to handle 2,762 children. At the time the sample was taken, over 95 percent of these slots were filled and extensive waiting lists were common. The director of Austin Families, Inc., Mike Rush, commented that "child care is in short supply around The University (Rush, March 23, 1989)." This information supports the findings of a child care availability survey conducted in Spring 1988 by the Capitol Complex Child Care Working Group, a coalition made up of representatives from 13 state agencies. This survey identified 25 child care providers in the downtown area. None of these providers had any immediate vacancies for infants and long waiting lists were typical for preschool age groups (Leverty & Allen-Shapiro, 1988).

5. Business Interest in Child Care

The October 1989, issue of Working Woman saluted the top 60 companies that offer innovative help to employees with family concerns. "None of these companies [are] non-profit organizations...All have hard-headed, competitive business reasons for what they are doing (Beck, 1989)."

Measuring the benefits of employer-assisted child care is a new area of research. Preliminary studies indicate actual and potential savings in terms of reduced tardiness, absenteeism, and turnover along with improvements in employee morale and work attitudes. Some companies also feel that they have received benefits through the increased publicity and positive public perception of their child care assistance programs.

> Employers with established child care programs overwhelmingly report that child care advances management objectives and produces tangible corporate gains. Surveying virtually all existing employer-supported child care programs in the United States, the National Employer-Supported Child Care Project reported that:
>
> * 90% found an improvement in employee morale.
> * 85% pointed to an enhanced public image.
> * 85% reported child care to be an important recruitment tool.
> * 65% found a positive effect in reducing employee turnover.
> * 53% claimed a decline in absenteeism.

* 49% reported a positive impact on employee productivity ("Child Care is good business," 1989).

California's Union Bank recently conducted a formal study in order to place an estimate on the dollar amount of savings realized by the company after the first year of operation of its on-site child care center. The study actually started one year before the center was opened and continued during its first year of operation, providing an opportunity to make direct comparisons in areas such as attendance, recruitment, and productivity. Savings related to reduced absenteeism and employee turnover were reported. For example, during the first year of the Center's operation, employees using the Center had a turnover rate of 2.2 percent, compared with an over-all employee turnover rate of 18 percent. Substantial savings were recognized in terms of recruiting and retraining costs. Improvements in employee moral and productivity, recruitment of quality personnel, public relations, and publicity were directly correlated to the existence of the child care center ("Bank's child care center," 1989). **The bottom line revealed savings of $135,000-230,000 directly related to the operation of the on-site child care facility.** "This study shows that child care isn't just a touchy-feely kind of program. It is as much a management tool as it is an employee benefit (Solomon, 1988)."

In recognition of the potential savings associated with employer-assisted child care programs, many other major American employers have instituted a variety of child care-related policies and programs. In 1986, Corning Glass calculated out-of-pocket expenses associated with turnover at $16 to $18 million annually and determined that child care and family responsibilities played a significant part in this turnover. In response, Corning developed new initiatives to help employees cope with these external demands. Merck and Co., the New Jersey-based pharmaceutical company, made substantial investments in work and family benefits in recent years, most of them in response to an exhaustive 1981 study of turnover. Their approach includes promoting day care centers, and employee-targeted forums on family problems such as teen-age drug abuse and a variety of parenting issues (Solomon, 1988).

Several major law firms across the country who have subsidized on-site full-time or emergency child care centers have found that these centers pay for themselves, through decreased absenteeism, sometimes within their first year of operation alone (Margolick, 1989).

The 1989 U. S. Department of Labor report, Employers and Child Care: Benefiting Work and Family, contains other examples of controlled

research studies showing the benefits of employer-sponsored child care services in terms of reduced tardiness, absenteeism, and job turnover.

In sum, corporations and other businesses are recognizing and responding to the need for employer-assisted child care and family-oriented policies in order to provide themselves with a quality work force in an environment which has the potential for increasing employee interest, morale, and loyalty. These companies do so because the bottom line shows it is profitable, and because they recognize the relationship between the company's interests and needs of society at large.

III. INSTITUTIONS OF HIGHER EDUCATION

In order to determine how other comparable institutions of higher education have approached child care issues, the Committee reviewed appropriate literature, gathered information from current surveys, and personally contacted other institutions for in-depth discussions and printed materials. Individual members of the Committee also had the opportunity to visit child care facilities at such institutions as The University of California at Los Angeles, The University of Colorado, and Austin Community College.

The results of this review revealed that most peer institutions of higher education in the United States are wrestling with the problems of child care and family-oriented policies and programs. Like business America, they are facing the realities of the changing needs of staff and faculty in order to maintain a productive work force. As institutions of higher education, they are charged with providing a learning environment which meets the needs of students with dependents. Finally, as part of their missions of service and research, communities are looking to higher education institutions to provide resources and models for the rest of society.

A. FACULTY AREAS

1. National Trends

Institutions of higher education are experiencing a growth in the number of women in the academic work force. The percentage and numbers of women earning doctorates has dramatically increased in the last two decades. In 1970, women accounted for 13.2 percent of all earned doctorates conferred in that year. By 1987, women received 35.5 percent of the earned doctorates conferred in that year (Coyle & Thurgood, 1989, Inside Cover).

Coupled with this dramatic national increase in female faculty members is a predicted shortage of faculty members in the next decade. An American Council on Education (ACE) report, Campus Trends, 1989, notes the rising number of expected faculty retirements in the 1990s and the expectation that many colleges and universities will face difficulty in hiring new faculty, not only in high-demand areas, but also in many traditional

disciplines. Evidence from the ACE survey suggests that the labor market for college faculties is already tightening in certain fields:

> **Half of all colleges and universities reported it now takes them longer to find qualified persons for full-time faculty positions.*
>
> **Half also reported that there is greater difficulty in getting top applicants to accept faculty positions offered them* (El-Khawas, p. 2).

However, as institutions of higher education look to the growing pool of female doctorates to meet these predicted faculty shortages, they may find fewer of these new female doctorates will choose to remain in higher education. An article in the CUPA Journal discussed the following findings of a recent survey of probationary faculty:

> *Women are more than twice as likely as men to voluntarily leave a university.
>
> *Women are more likely to be denied tenure than are men.
>
> *Women carry a significantly larger load in terms of child care responsibilities than do men.
>
> *Universities should examine the need for child care to assist in the retention of faculty and other employees as well.
>
> *Since spouse employment is often a barrier to effective recruitment, universities should consider offering spouse employment referral services (Rausch et al., 1989).

The authors concluded "recruiting new faculty members is a costly process [and]...thoughtful attention must be paid by institutions to providing the kinds of support to ensure retention and promotion of the people they hire (Rausch et al., 1989, p. 15)."

In April 1989, the American Association of University Professors (AAUP) proposed a statement on "faculty child care". They observed that the Association has "long recognized the problems associated with combining academic careers and family responsibilities" and has developed a body of standards and guidelines in this area dealing with leaves, reduced load, medical leaves, etc., as well as lending support to the Act for Better Child Care Services (Faculty Child Care, 1989).

The AAUP statement goes on to cite its recognition of the need for child care to facilitate successful faculty participation in their institutions and the "desirability of universities and colleges to assume a share of the responsibility for the provision of such services to their faculties (Faculty Child Care, 1989)." They noted the benefits of on-site child care facilities as leading to increased productivity for faculty, providing an opportunity to offer additional training opportunities for students, and contributing to a high standard of child care. "The Association strongly commends an institutional commitment to the provision of quality child care (Faculty Child Care, 1989)."

As noted in the AAUP statement, policies and programs pertaining to the family responsibilities of faculty members have not been limited to just the consideration of child care facilities, but have included leave policies related to family needs. Several major institutions have undertaken changes in their leave policies in order to accommodate the family responsibilities of their faculty, both male and female.

In Fall 1988, the University of California System implemented a new personnel policy which allows faculty members to extend the traditional probationary period for up to a year if they have primary responsibility for raising a child five-years old or younger. This policy covers natural or adoptive mothers and fathers. It was noted that "this new policy is one of a variety of steps taken by institutions across the country that allow for reduced teaching loads, unpaid time off, or longer probationary periods before tenure decisions for new parents (Blum, 1988)."

Although there is some debate in the academic profession about the wisdom of a "stop-the-clock" policy, other institutions, such as the University of Iowa, are currently considering its implementation. Meanwhile, other universities are discussing similar proposals such as decreased work loads or unpaid leave that would assist faculty with meeting the demands of family responsibilities and emergencies (Mangan, February 3 & 17, 1988).

2. The University of Texas at Austin

The profile of the faculty at The University of Texas reflects the national increase in the availability of female doctorates. In the Fall of 1973, there were 259 women on the faculty at The University of Texas at Austin representing 14.9 percent of the faculty. By the Fall of 1988, females accounted for 24.2 percent of the faculty with the actual number being

543. This number represents an almost 110 percent increase in the number of women on the faculty in this time period whereas the male faculty only increased by 14.8 percent. This growth is also reflected in the data on faculty hiring. In the Fall of 1988, females constituted 35.5 percent of the new hires in regular faculty positions.

At The University of Texas at Austin, the Faculty Senate has created committees to consider and make recommendations on the issues of child care and family leave for faculty members. The Faculty Senate's Child Care Committee, chaired by Dr. Maureen Grasso, conducted research on the provision of child care for faculty members at other peer institutions and reviewed other information pertaining to child care. This Committee has shared this information with and provided consultation to the President's Ad Hoc Committee. They are awaiting the President's Committee report before proceeding with their charge.

The Faculty Senate's Committee on Family Leave has prepared a report and recommendations on family leave issues for faculty. Their entire report and recommendations were presented to The University Council in September 1989, and forwarded to President Cunningham for his review.

After reviewing this report and its recommendations, the President's Ad Hoc Committee on Child Care felt that the principles stated and the recommendations made were very supportive of child care issues and family responsibility on this campus. Among the points made which were of note to the President's Committee were:

> **The University should acknowledge that the family life of faculty members has a major impact upon their work lives. As a policy and within its resources, The University should make every effort to assist faculty members whose work is temporarily affected by adoption, childbirth, or family illness. A 1987 American Council on Education Report has urged colleges and universities to think about policies, procedures, and programs that support and encourage families in the broadest sense.*
>
> **The results of having no comprehensive family leave policy at UT/Austin are tremendous confusion and inaccurate perceptions of what procedures are acceptable.*

**Information about family leave and related policies needs to be disseminated to faculty and administrators because of widespread confusion on these policies as they apply to faculty.*

**The University needs to enunciate its family leave policy publicly. Many of our peer institutions already have such policies in place. As The University seeks to recruit faculty, particularly women, it will be at a significant disadvantage if it cannot illustrate a recognition of and a concern for the issues of importance to today's younger faculty* (Recommendations for a University Family Leave Policy, 1989).

The Committee on Faculty Leave then went on to make specific recommendations for:

*The development of a single comprehensive family leave policy;

*The creation of a fund to provide paid family leave for tenure and tenure-track faculty;

*In-service training for deans, department chairs, and directors on the issues and policies associated with family leave;

*Advising of faculty on the impact of family leave on fringe benefits and counseling about elective benefits;

*Extension of the probationary period for tenure for family leave purposes (either paid or unpaid) (Recommendations, 1989).

There are, of course, many other ways in which The University of Texas at Austin has been involved in areas related to child care. These will be discussed in the Section V of this report.

B. REVIEW OF OTHER INSTITUTIONS OF HIGHER EDUCATION

In order to determine how other colleges and universities were approaching the issue of child care for their employees and students, the Models/Existing Resources Subcommittee collected and compiled information. Recent surveys on child care programs conducted by the Faculty Senate's Committee on Child Care, the Office of the Dean of

Students, The University of Texas System, the University of Washington, and the American Association of University Professors were among those reviewed. In addition, the subcommittee made personal contacts and solicited materials on child care programming from various institutions such as Ohio State University, the University of Minnesota, the University of Houston, the University of Wisconsin, the University of California at Los Angeles, Duke University, and the University of Massachusetts at Amherst.

Appendix B contains a chart which briefly summarizes some of the information on other institutions. This chart is by no means comprehensive and is presented only to give a sample of other programs. Given that child care programs are evolving rapidly, many of the programs noted are currently undergoing change.

The results of this review clearly demonstrate that child care and family-oriented programming are major issues in higher education. The approaches used vary widely and are dependent on a number of factors such as availability of child care in the community, the difference between private and public institutions, the size and location (urban versus rural) of the institution, and the history of the institution's involvement in these issues. The AAUP resource list of campus child care states that "one generalization seems to be true nationwide, campus child care is expanding as it plays a greater role in faculty and student recruitment and retention (Troll, 1989, p. 1)."

Among the many institutions of higher education that demonstrate some activity in the area of child care and family issues, the range of involvement goes from a study committee to those institutions which have constructed multi-million dollar child-care centers with a multitude of options in between. Some institutions have programs only for students, while others included faculty and staff in their efforts. Though a number of these institutions were able to heavily subsidize child care facilities and/or programming, many others could not. Some institutions utilize a single approach such as resource and referral, on-site child care, off-site contracts with private providers, or traditional laboratory schools, and other institutions have developed a comprehensive approach involving a variety of family support services.

In many cases, the difference in approaches seems to be very dependent on factors particular to that institution, usually having arisen as an *ad hoc* response to an immediate need rather than being part of a comprehensive design. As is the case with the corporate community, institutions of higher education are suffering from a lack of national public policy concerning

child care and family issues and have been left to handle these issues themselves.

Thus, the Committee found no one blueprint or model that could be appropriately transferred, *in toto*, to The University of Texas at Austin. However, the Committee was able to categorize some of the major approaches and identify them as possible options to consider.

1. On/Near-Site Child Care Centers

In looking at on/near-site child care centers at other institutions, two areas in particular were examined: the connection with the institution and the funding of the center. A wide range of arrangements are used. In many cases such as the University of California at Los Angeles, the University of Indiana, Ohio State University, Harvard University, and the University of Massachusetts at Amherst, the institution provides the facility and landlord services. Operating costs are covered by user fees and other public and private grants. Some of these institutions are also able to provide a subsidy for the operating costs of the centers.

Some institutions operate centers themselves either in connection with an academic department, as part of their student services, or in some other administrative area depending upon the focus of the center(s). Institutions operating their own child care centers usually handle the question of liability under their own umbrella insurance policy.

Other institutions contract with non-university entities to provide child care services. The University of Texas at Dallas contracts with the local YWCA to provide evening child care. Southern Methodist University (SMU) has a campus-based center operated by a non-university provider. Stanford University provides space and one-year start-up funding for several privately operated centers on its campus. Harvard University uses a multi-center approach and assists in the operation of various centers on or near campus, usually with the provision of space, landlord, utilities, and local services from the university.

The populations served, fees, policies, procedures, and funding also vary greatly. Some institutions provide on/near-site child care services only to students, others only to employees, and yet others to a combination of faculty, staff, students, alumni, and even community members. A few of the centers charge fees on a sliding scale with subsidies for low-income employees financed by fund-raising activities, university grants, or higher-

fee users. Student usage is often subsidized through student fees and entitlement grants.

Some institutions have invested heavily in child care facilities. In 1987, Ohio State University opened a $3.5 million dollar child care facility with the capacity to care for 300 children. This large investment came only after Ohio State had a history of involvement in child care starting in early 1970s, beginning with a pilot child care program that has undergone subsequent expansions. However, even with a capacity to serve 300 children, this center already has a long waiting list of potential users. In order to expand other options, Ohio State has developed programs to train family day-home providers in the community in exchange for preferential admission for the children of families connected with Ohio State.

The organizational reporting structure of on-site child care centers also varies from institution to institution. Child care centers report to the Student Affairs area, the Business Affairs area, the Affirmative Action Office, some academic departments, and other administrative areas. Usually, the reporting depends upon the focus of the center.

2. Resource and Referral/Child Care and Family Programming

Resource and referral programs designed to assist employees and students in finding child care options within the community frequently comprise part or all of an institution's child care-related programming. Even institutions with relatively large on/near-site child care centers report long waiting lists for admission and many are using resource and referral programs to enhance their child care programs and address unmet needs.

Duke University, among others, has instituted a comprehensive approach to child care and family programming by creating the position of Child Care Coordinator responsible for coordinating child care services, developing policy recommendations, organizing seminars of interest to parents, providing resource and referral services, assisting in the development of student cooperatives, and coordinating the development and training of community providers to increase child care options in the community. Some institutions provide financial assistance to low-income employees and students by designating an administrator to aggressively and creatively seek and secure funding that can be used to subsidize child care costs.

3. Laboratory Schools

Many institutions of higher education have traditionally included a child development laboratory school for preschool children as an integral component of their curricula for teachers, psychologists, and other educational or human services professionals. Since the major mission of these endeavors has been to facilitate research or to provide training, the child care services are usually very limited and do not adequately meet the child care needs of working or student parents. On many campuses, laboratory schools are maintained for research and training while additional on/near-site centers are meeting the child care needs of students and employees.

4. Policy Initiatives

Some institutions are attempting to assist their employees and students through modification or clarification of their institutional policies. These policy statements recognize the significance of family demands and responsibilities and commit the institution, within its resources, to supporting employees and students in their parenting roles. Other policy approaches include flexible benefits plans, flexible schedules, and leave policies that can accommodate child care and family responsibilities.

5. Sick-Child Care

With the exception of institutions associated with medical facilities, the Committee did not find a peer institution that is operating its own "sick-child care" center. A few provide referral information for sick-child care, but none offer financial assistance in this area. Given the rapidly changing protocol for sick-child care-related services, this may soon change.

6. Conclusions

While many institutions of higher education are addressing campus child care issues, no single approach has emerged as a model that could be appropriately transferred to The University of Texas at Austin. However, the Committee did reach the following conclusions:

***Most peer institutions of higher education are involved in or are examining their potential involvement in child care/family issues.**

***This involvement is influenced and necessitated by the same pressing changes in work force profiles and demographics that are impacting businesses and industries in the society at large.**

***Child care in the higher education setting varies widely in approaches, target populations, institutional involvement, funding, missions, and intensity of efforts because it is highly dependent upon the specific situation of each institution.**

***Many approaches at other institutions have arisen as an *ad hoc* response to an immediate need rather than being part of a planned program.**

Of the institutions surveyed, those who sponsored large, on/near-site child care centers shared two common characteristics. First, each had begun as a small program (serving 50 children or less) and had grown either by expanding the original center or by implementing a series of satellite operations. Secondly, even large centers (serving over 100 children) had extensive waiting lists, underlining the need for additional child care-related resources, particularly the availability of reliable referral information and the development of additional child care slots within the community.

Having reviewed trends, responses, and programs at the national, state, and local level and identified approaches used in other institutions of higher education, the Committee then turned to an examination of needs at The University of Texas at Austin.

IV. NEEDS AT THE UNIVERSITY OF TEXAS AT AUSTIN

A. HEARINGS

In order to understand the particular needs and concerns at The University of Texas at Austin with regard to child care and to assist in identifying the issues to be included in our campus-wide survey, the President's Ad Hoc Committee on Child Care held four public hearings during October and November of 1988. Three noon-time hearings were devoted to each of the three sub-populations at The University: students, faculty, and staff. A single evening session provided a second opportunity for University community members to present testimony and prompted a response from child care providers and other interested parties in the Austin community as well. From these hearings, the Committee gained a greater understanding of the kinds of problems faced by working and student families, the current and predicted status of child care nationally and locally, and suggestions to improve the situation on this campus.

The following discussion represents a summary of the major issues and suggestions put forth by those who presented oral and/or written testimony at the public hearings.

1. Students

Students with dependents indicated that they carry three roles that are very difficult to balance: student, parent, and full or part-time wage earner. The students felt beleaguered by the financial and scheduling demands that were inherent in their situation. They thought that these demands were increased by a lack of appropriate options for child care in addition to other institutional barriers and insensitivities at The University. They noted that most child care is provided during hours designed for working parents, i.e. 7:30 a.m. to 5:30 p.m., Monday through Friday. In order to find adequate, quality daytime child care, they often have to pay for many hours of child care that they do not need, yet they were unable to find coverage for the weekend and evening hours needed for library/research/study time and for part-time employment. Thus, their needs were not currently being met by private providers. They also noted that the cost of private providers was a substantial problem, one that could be alleviated by the availability of flexibly-scheduled child care services that would allow parents to pay only for the hours of actual usage.

Although many students indicated that they have been faced with the issue of care for their sick children, few can afford the substantial cost of using the locally-available services which provide care for mildly-ill children. Since many students realize that direct financial subsidies for sick-child care is unlikely, they requested that The University establish policies which would allow student parents to care for their sick children at home without being subject to academic penalties. They asked that faculty and administrators be made aware of these policies and sensitized to family issues affecting student parents.

Student also reported a dearth of infant care providers. Students, who generally have limited financial resources and are often new to the Austin area, cited a lack of resources for referral on doctors, babysitting, car pools, community activities, help for family problems, etc. Several people noted that this was especially critical for international students who are negotiating in an unfamiliar environment and culture. Representatives from Family Student Housing indicated that they could benefit from an on-site center and could use assistance with the coordination of a variety of child care and family-related problems.

In addition, the students indicated that they faced great difficulty in obtaining adequate financial aid due to the types of financial profiles allowed under current federal policies which seemingly ignore the actual cost of dependent care and support. The result is a disparity between the budget allowed and the actual expenses for a student with dependents. For example, current financial aid policy limits dependent care expenses to $160 per month. Child care costs alone usually exceed $220, and expenses for clothing, food, shelter, and medical treatment are not considered at all. Student parents are further frustrated in their attempts to bridge the income gap by working full- or part-time jobs since employment serves to increase their child care costs and to disqualify them from financial aid due to their increased income or their lack of ability to carry a full-time course load while they are working.

Students asked for child care services that could accommodate flexible schedules for classes, part-time employment, and varying study needs throughout the semester. Many students expressed their gratitude for the services currently offered by the University Student Childcare Association (USCA), which offers late afternoon and evening child care on a flexibly-scheduled basis and is partially subsidized by student fees. Students expressed a wish to have these services expanded to daytime hours, weekends, and holidays periods.

In addition to recommending that the services of the USCA be expanded, students asked for a variety of services and programs such as a family lounge, parenting classes, help with the needs of school-aged children, and the expansion of services offered by the Counseling and Psychological Services Center to include areas of concern to families. Students also suggested that several counselors at the Office of Student Financial Services be officially designated as specialists who have special expertise in working with "Students With Dependents". These specialists would coordinate and review the applications of student parents in order to help them negotiate the optimal financial aid benefit package.

Overall, students asked that The University become more aware of and sensitive to their special needs as parents.

2. Faculty

Testimony from faculty members revealed that they also struggle with issues surrounding child care, but the focus of their struggles differed somewhat from the concerns of students. Although faculty members felt better able to afford child care, they faced considerable difficulties locating dependable, accessible, quality care, as well as sick care coverage for mildly-ill children. This was especially true for new faculty who often arrive just before a semester begins and are not familiar with the community. Faculty members indicated an urgent need for holiday and summer programming for school-aged children as well as weekend and extended hours for children of all ages. Faculty members were also quite interested in family-oriented leave policies and promotion/tenure policies which take family responsibilities into account. Several of the faculty felt that The University's lack of child care-related policies and programs lends to a perception that The University is not interested in or sympathetic to these concerns, making recruitment of new faculty difficult.

Suggestions made by faculty called for the establishment of an on-site child care center with flexible scheduling options (including evening and weekend hours), the creation of a resource and referral system for child care concerns as part of a "newcomers" program, the development of summer programs for school-aged children, and coordination with local school districts to improve the availability and quality of after school programs. Other suggestions included the creation of child care rooms in or near major libraries, the development of provider training to increase the supply of quality infant care in the local community through the use of The University's existing resources, and the creation of leave and promotion policies which take family responsibilities into account.

3. Staff

Many staff members described themselves as being under duress, with low morale, because of their child care problems and the lack of assistance from their employer. They described the logistical and financial juggling act they perform in their roles as both parents and employees. They cited the difficulty of working and worrying about the care received by their children. One of their prime concerns was *affordable* child care. Several witnesses presented testimony which indicated that child care costs for one or two preschool children took a large part of their earnings. Other concerns focused on the reliability and availability of quality child care for both preschool and school-aged children. Sick-child care was frequently mentioned as a major problem for staff members both in terms of availability and affordability.

Additional testimony presented by staff members indicated that many parents who have school-aged children experience a drop in productivity at 3 p.m. (when school is dismissed) as parents worry about or call home to check on their children who care for themselves after school. It was clear that self-care for elementary-aged children was not a desirable option for most families, yet the lack of availability and/or the cost of after-school programs prevented many children from receiving supervised after-school care. Staff members also pointed to the number of school-aged children who came to work with their parents on days that schools were not in session during the regular school year and asked for programming for these days as well as the summer holidays.

Among the other major concerns of staff members was the need for evening and weekend child care for those who work in research laboratories, libraries, and in other support services, i.e., those who work outside of the normal 8 a.m. to 5 p.m. workday. Representatives of the Physical Plant indicated that because their employees have lower incomes and nontraditional work hours, they are often forced to leave their children in unsupervised or unregulated care situations.

Among the suggestions put forth by staff members were the establishment of an on-site child care center with extended hours for those not working the standard work day; the provision of affordable, quality child care on a sliding scale for those with lower incomes; the development of summer and holiday program for school-aged children under the sponsorship of The University; coordination with local school districts to improve after-school care; the creation of a hotline for latchkey kids; and the creation of a

resource and referral service to assist parents in locating child care. They indicated a desire for on-campus programming which spoke to family responsibilities such as parenting, medical concerns for children, and developmental activities and thought that The University's current educational resources in these areas should be made available to them as employees.

A primary area of emphasis was the call for the revision of personnel policies to reflect child care and family responsibilities, especially those pertaining to parental leave, short-term disability, and other options that would allow parents to become involved in their children's schools. Although The University currently has policies covering such topics as flexible work schedules, maternity leave, and use of sick leave for family care, it seems that these policies are not uniformly applied across the campus or even well-known to supervisors or employees. It was suggested that these policies be better publicized and not left to the discretion of the local supervisors.

Staff suggestions echoed the requests of the faculty and students for a "family-friendly" campus which provides both direct and indirect family support services through University-sponsored programs and policies. Suggestions were made to use students, alumni, retirees, and facilities of The University to design and implement these programs.

4. Common Concerns/Suggestions

Although a review of the concerns and suggestions from the faculty, staff, and students reveals some differences in specific needs, there are many common items. Three of these commonalities focused on the issues of *affordability, reliability, and quality.* The solution offered as ideal by many was the establishment of a low-cost, quality, on-site child care center featuring extended hours complemented by an extensive resource and referral service to address unmet needs such as off-campus child care, parenting education, and programs for school-aged children.

Almost all of the speakers sought to gain institutional support and assistance in their roles as parents, employees, and students. Most of the suggestions offered fell into one of three main categories:

DIRECT SERVICES (Child Care Center On-Site)
INDIRECT SERVICES (Resource/Referral/Programming)
INSTITUTIONAL POLICIES (Family Responsibilities)

a) Direct Services (On-site Child Care Center)

The most popular suggestion heard by the Committee was for The University to establish an on-site child care center which would incorporate the following features:

**Quality Care*. The resources available on this campus could provide high quality child care by utilizing the expertise found in many academic departments of The University, i.e., education, child and family development, nursing, counseling, speech therapy, social work, home economics, etc.

**Flexible schedules.* This feature could be effective in addressing issues of affordability and availability for students who do not want or cannot afford traditional full-time child care contracts and cannot obtain flexibly-scheduled child care services from other local providers. This need was also cited by some faculty and staff who work nontraditional hours or who need drop-in care for peak work periods or emergencies.

**Extended hours*. Coverage for weekends, evenings, semester breaks, and summers would assist students, faculty and staff who are faced with working nontraditional hours in libraries, laboratories, etc.

**On/near-campus location.* A centrally-located child care center with satellite operations in locations such as Balcones Research Center, Family Student Housing, Law School, etc., could effectively meet the needs of many different members of The University community.

**Sliding-scale fees*. Assistance to low-income families could be realized by the use of sliding-scale fees financed by entitlement grants and outside funding. Parents who do not use the university-sponsored child care center could be educated about the availability of entitlement funds and scholarship programs that are available through public and private entities.

**Training and research opportunities*. An on/near-site child care center would provide additional training opportunities for students as well as expanded research possibilities for faculty.

*Suggested sites. Among the sites mentioned were the Education Annex, Anna Hiss Gymnasium, Balcones Research Center, the Law School, and Family Student Housing.

b) Indirect Services (Referral and Child/Family Programming)

In addition to providing preschool child care, many of the cited needs could be approached only through indirect services. Among the suggestions made were to have The University:

*Provide ***resource and referral*** information to employees and students to assist in finding other child care options in Austin. This service is needed for parents who could not obtain a slot in the campus child care center, who wish to have children placed in a center near their home or school, who have special needs children, who are newcomers to The University, or who need care for their sick child.

*Develop ***support services*** (to be provided directly by The University or referred to community resources) on a wide variety of topics, particularly family counseling, parenting workshops, networking, spouse employment, family health care, babysitters, car pools, and family community activities. The special needs of international students in these areas were also cited.

*Coordinate ***expertise and efforts*** within the local community to expand the availability of child care slots in Austin with special attention to infant care and after-school programs. To this end, the University could offer courses to caregivers and parents that would facilitate and encourage the development of quality child care programs.

*Create a ***Family lounge*** for parents at either the proposed center or in the Texas Union which would provide parents with a place to meet and interact. Also suggested was the installation of diaper changing areas (e.g. waist-high shelves that fold down for use) in designated restrooms around the campus.

*Develop ***summer and school holiday programs*** for school-aged children using University resources and facilities for sports programs, cultural events, and other appropriate developmental activities. Such programs could be staffed by University students needing summer and holiday work.

*Facilitate ***cooperative child care programs*** that would allow parents to help themselves and each other with child care needs not met by other programming efforts, i.e., overnight child care, special needs children, etc.

c) Institutional Policies

Testimony presented at all of the hearings shared the sentiment that The University should have policies which take into account the needs and responsibilities of families. The following represent the policy proposals most often suggested by University parents.

***Students cited the need to:**

designate one or more financial aid counselors to work with student families. The counselor(s) would have particular expertise in handling financial aid packages for students with dependents.

adopt university-wide course load policies which would permit students with family responsibilities to carry less than full-time course loads. Although their less than full-time status may disqualify some students from receiving financial aid, it could allow student parents the flexibility they need to combine work, study, and childrearing responsibilities.

lobby for changes in state/national financial aid rules which would take into account the true financial status of students with dependents.

encourage faculty to work cooperatively with students who occasionally miss class because of family responsibilities, e.g. to care for a sick child.

devise a method by which students can identify themselves as parents so they may receive information on child care and family-related programs.

***Faculty cited the need to:**

review and develop appropriate leave and promotion policies for those with family responsibilities.

encourage research on family-related issues and policies.

***Staff cited the need to:**

implement uniform application of existing University policies dealing with flexible scheduling, job-sharing, leave for family care, short-term disability options, etc.

support national and state legislative efforts which address child care issues and policies.

promote a cooperative atmosphere with local school districts to encourage and facilitate greater parental involvement and a spirit of cooperation between The University and the local community.

d) Other Issues and Suggestions

Other issues and suggestions related to child care concerns at The University were also raised during the hearings. Some of these concerns and suggestions are outlined below.

*Quality child care involving developmental programs with caring staff is seen as a high priority.

*Parents need help facing the dilemma of caring for mildly-ill children and desire assistance, i.e. a center on campus or help in paying the cost for care in other centers.

*Child care professionals, providers, and workers are concerned about the status of the profession; especially the low pay and high turnover rate of workers, the lack of quality standards in many centers, and the lack of oversight or assistance for family day home providers.

*Families with special-needs children need help in locating appropriate child care and support services.

*The University is viewed as a natural partner in the development of answers to child care issues in the local community.

*Mobilization of the older, retired population connected to The University could provide an experienced volunteer work force to help staff a proposed child care center, extending options for both age groups.

*A centralized administrative umbrella responsible for addressing the ongoing concerns of University parents should be created.

*Institutions need to recognize the stress that parenting creates for workers and students and to respond with appropriate supportive policies and programs.

As a result of the hearings, many individuals and groups in The University community contacted the Committee to express concerns regarding needs and to offer suggestions for child care and family programming services at The University. Among the groups represented were the University Student Childcare Association, the Staff Parents Network, the Faculty Senate Subcommittee on Child Care, and the Faculty Senate Subcommittee on Family Leave. Individuals from such areas as the School of Law, the Child Development and Family Relationships Division, the Physical Plant, the Dean of Students' Office, the Director of Housing and Food Services, the Program in Communication Disorders, the Balcones Research Center, the Department of Chemistry, Data Processing, Office of Construction Management, the Department of Kinesiology and Health Education, the Women's Faculty Organization, the College of Fine Arts, the Bureau of Business Research, and the School of Social Work also presented information.

These groups and representatives gave suggestions pertaining to campus resources which could be effectively coordinated to create a child care/family program at The University. These ideas were presented not only as a benefit to employees and students, but also as programs which would enhance educational efforts and research opportunities for The University. Among the ideas presented were:

*Outlines of summer/holiday programs for school-aged children using current resources of The University.

*Lists of appropriate sites for an on-site child care center.

*Thoughts on the design, mission, programming, enrollment policies, and costs associated with an on-site child care center.

*Examples of educational programs on campus which could be of benefit to a university-sponsored child care/family program.

*A policy suggestion which would allow employees with excess sick leave to donate a portion of this leave to a fund for employees experiencing family emergencies.

Throughout the course of the hearings and beyond, the Committee explicitly sought feedback on the question of perceived competition with private-sector child care providers. The overwhelming sentiment expressed was that a university-sponsored facility would not threaten private providers due to the sizable demand for child care that they are currently unable to meet. It was also noted that a resource and referral program at The University could actually enhance the opportunities for local providers to serve University families, especially those families or providers not located near the campus. Private sector providers echoed the sentiment that The University should take a leadership role in helping to stimulate and improve the quality and availability of child care in the Austin community through training, outreach, and the use of its own expertise in these areas.

With the information gleaned from the hearings, interviews, and other committee reports, the Survey Subcommittee designed, conducted, and analyzed a survey of individuals affiliated with The University regarding their concerns, needs, and potential use of child care services at The University. A copy of the survey instrument developed and used by the Subcommittee can be found in Appendix C. In the following section, the entire report of the Survey Subcommittee is presented.

B. REPORT OF THE SURVEY SUBCOMMITTEE

President's Ad Hoc Committee on Child Care: Survey Subcommittee Report

September 1989

Subcommittee Members: Marsha Moss, Chair
James Deitrick
Clemith Houston
Carolyn Malloch
Martha Williams

The Survey Subcommittee would like to thank each member of the President's Ad Hoc Committee on Child Care for their assistance with this project. The Subcommittee is especially appreciative of the contributions made by Gary Hanson on survey design and implementation; Trish Norman for survey production; the staff of the Office of Institutional Studies for sample selection (Mike Lamar), survey distribution and collection (Susan Dunn and Nancy Perryman), and analysis (Irma Berry); and the Office of the President for financial support.

EXECUTIVE SUMMARY

The following report contains a description and interpretation of the Survey on Child Care conducted by the Survey Subcommittee of the Ad Hoc Committee on Child Care, The University of Texas at Austin.

Purposes of Survey

The survey was designed to gather information about current child care arrangements for students, faculty, and staff members, and to assess the demand for various child care services if they were offered through The University.

Sample

The survey was sent to over 4,100 students, students with dependents, faculty, and staff members. The overall response rate was 51%.

Results

- More than three-fourths of all respondents feel that UT should offer child care services.
- More than 80% of all respondents think that a UT child care program would be helpful in recruiting or retaining students, staff and faculty.
- 60% of Students and Students with Dependents reported a household income of under $20,000.
- 24% of students with dependents reported that they are separated, widowed or divorced; the figures for faculty and staff were 12% and 14%, respectively.
- 32% of respondents indicated that they have or will have a child or children in the age range 0-12 living with them. The largest number of children were in the 7-12 age group; however, when the 0-2 and 3-4 age groups were combined, the 0-4 age group was larger.
- The current child care arrangements most frequently mentioned by respondents with children were "with self or spouse" and "in a child care center".
- About two-thirds of all respondents with children indicated satisfaction with current child care arrangements. Students with dependents were least satisfied, while faculty reported the highest satisfaction levels.
- More than two-thirds of all respondents with children indicated that they missed classes or work because of unavailability of child care.
- Less than one-third of respondents with children have family or others who can provide child care assistance in an emergency.
- The greatest needs expressed by respondents with children are for low cost child care, summer and school holiday programs, and full day child care.
- If The University offered child care services, respondents with children indicated that they would use regular day care for 265 children, holiday/summer care for 264 children, and flexible (drop-in) evening care for 256 children.

- While survey respondents with children indicate a need for 265 regular day care spaces, extrapolations from the sample data show that there could be a need for up to 1,500 regular day care spaces when considering the total University population with children.

- The amounts respondents with children are willing to pay per month for regular day care service ranged from about $60 to $160, depending on the age of the child and on the number of hours the service is utilized.

THE UNIVERSITY OF TEXAS AT AUSTIN

REPORT OF THE SURVEY ON CHILD CARE

INTRODUCTION

On May 4, 1988, President William H. Cunningham appointed members "to serve on an ad hoc Presidential committee to conduct a comprehensive examination of the child care needs and requirements of The University community." The committee was also charged with making recommendations to respond to these needs. Dr. Peggy A. Kruger was appointed Chair of this committee which was comprised of five faculty, five staff, and five students. The students were nominated by the Students' Association and named to the committee in July, 1988.

The Survey Subcommittee was appointed on July 25, 1988, and charged with conducting a comprehensive assessment of child care services required by students, faculty, and staff members at The University. The survey was designed to meet the following objectives:

1) collect demographic information about families with child care needs
2) gather information about current child care arrangements including types of care, costs, and levels of satisfaction
3) assess the demand for (and estimated use of) various child care services if they were to be provided through The University
4) identify the most preferred child care services which could be offered through The University

The Subcommittee worked with members of the Faculty Senate Child Care Committee to incorporate many of the questions with which they were concerned so that only one survey instrument would be sent to faculty. Some questions arising from the four open hearings conducted by the President's Committee on Child Care were also incorporated in the survey instrument.

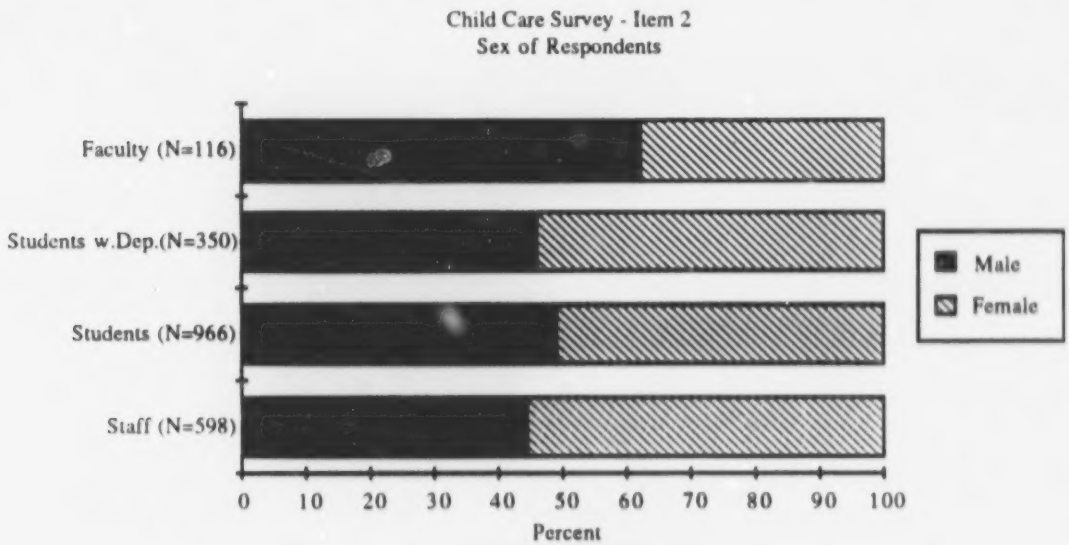
Several measures were taken to publicize the survey for the purpose of maximizing response rates. Members of the President's Committee working through various University groups such as the Student Child Care Association, Staff Parents Network, and Faculty Senate announced the distribution of the surveys to their members and encouraged their participation. An article about the survey also appeared in The Daily Texan. In addition, individuals who did not respond to the initial mailing of the survey were sent as many as two follow-up letters requesting their response.

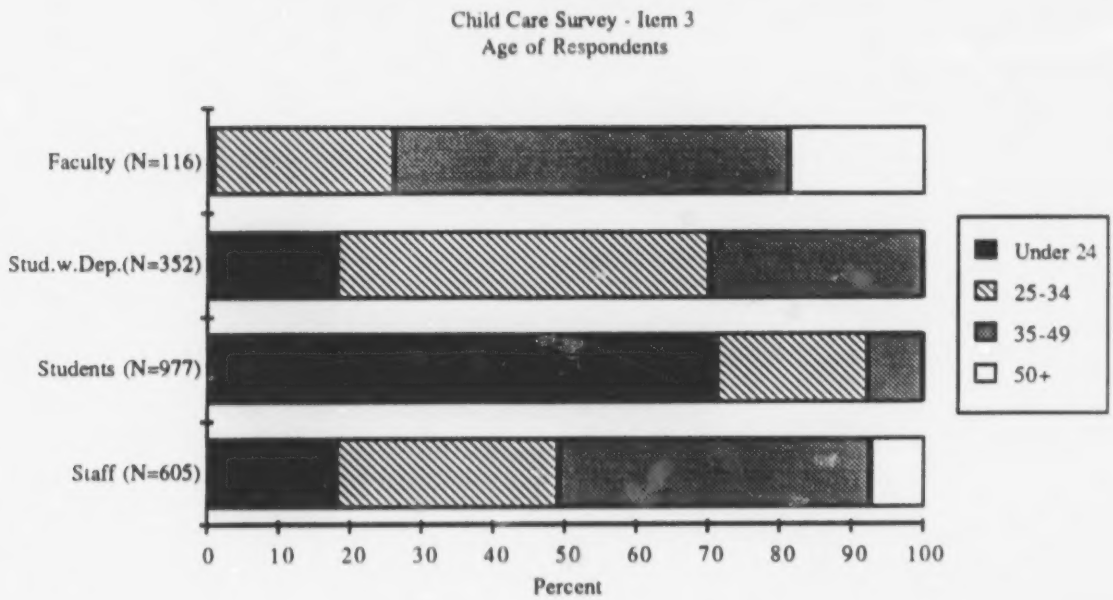
The survey was sent to over 4,100 individuals affiliated with The University. A ten percent random sample of faculty and staff (including classified, administrative, and professional) under the age of 55 was surveyed (almost 1200 individuals). To ensure that a representative sample of students with children was surveyed, about 700 students identified on Student Financial Aid files as "students with dependents" were mailed a questionnaire. This group is hereafter referred to as Students with Dependents. Finally, five percent of the remaining student population (those not previously identified as having dependents and hereafter referred to as Students) were included in the sample. The respective response rates were: Faculty sample (the highest response rate) with 66%, followed by Staff (63%), Students with Dependents (51%), and Students (44%).

DEMOGRAPHIC INFORMATION

Demographic data were collected in order to draw a profile of the university population interested in the child care issue. The responses to Items 2 - 10 of the survey were analyzed for all respondents whether or not they have children. For most demographic items, the information is presented by sample group in order to allow for comparison of responses between groups. Also on each graph and table, N indicates the number of respondents in each category who answered the particular item.

The gender breakdown for all respondents combined was 48% male and 52% female. The following graphs show gender by sample group as well as the age distribution for each group.

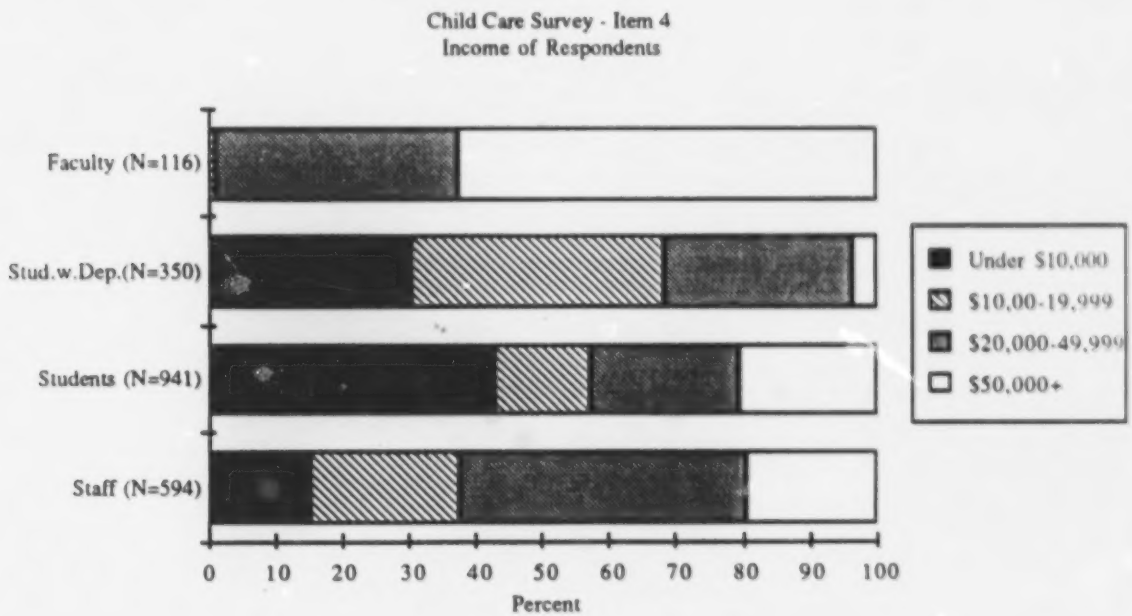




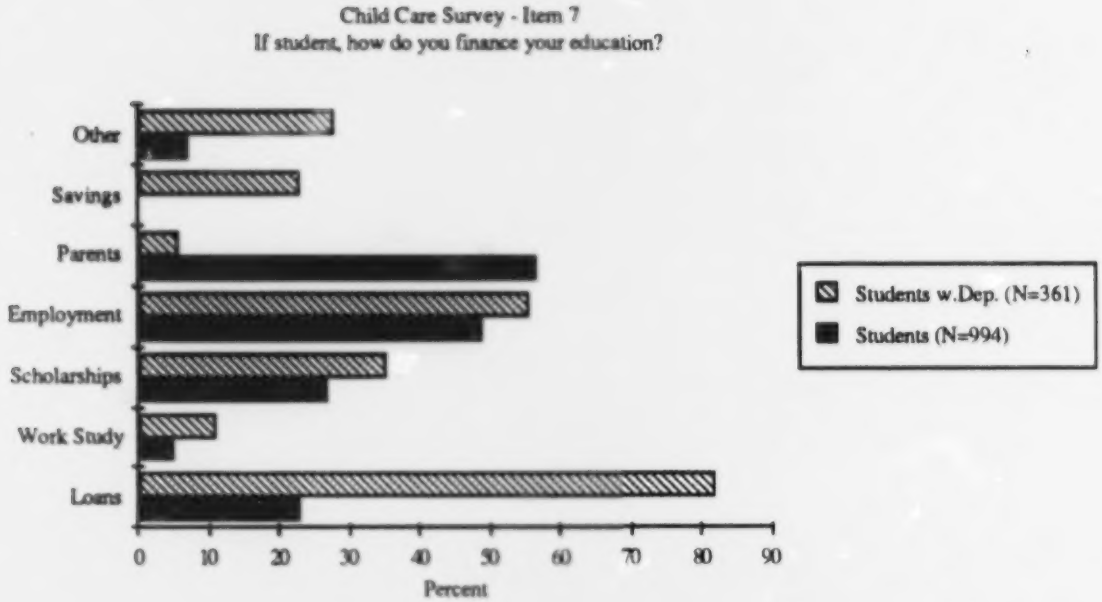
The table below shows that the ethnic distribution of respondents (Item 5) is fairly representative of the entire population (percentages in parentheses) with the exception of Asian Faculty and Students who responded in larger numbers than expected based on their proportion in the respective populations.

	Faculty (N=116)	All Students (N=1325)	Staff (N=607)
White	86.2% (91.3%)	75.7% (74.3%)	73.6% (73.7%)
Black	2.6% (1.5%)	2.8% (3.5%)	6.8% (7.6%)
Hispanic	2.6% (3.0%)	11.4% (9.9%)	14.5% (14.7%)
Asian	7.8% (3.9%)	7.9% (5.3%)	3.6% (3.6%)
Other	.9% (.3%)	2.1% (7.0%)	1.5% (.4%)

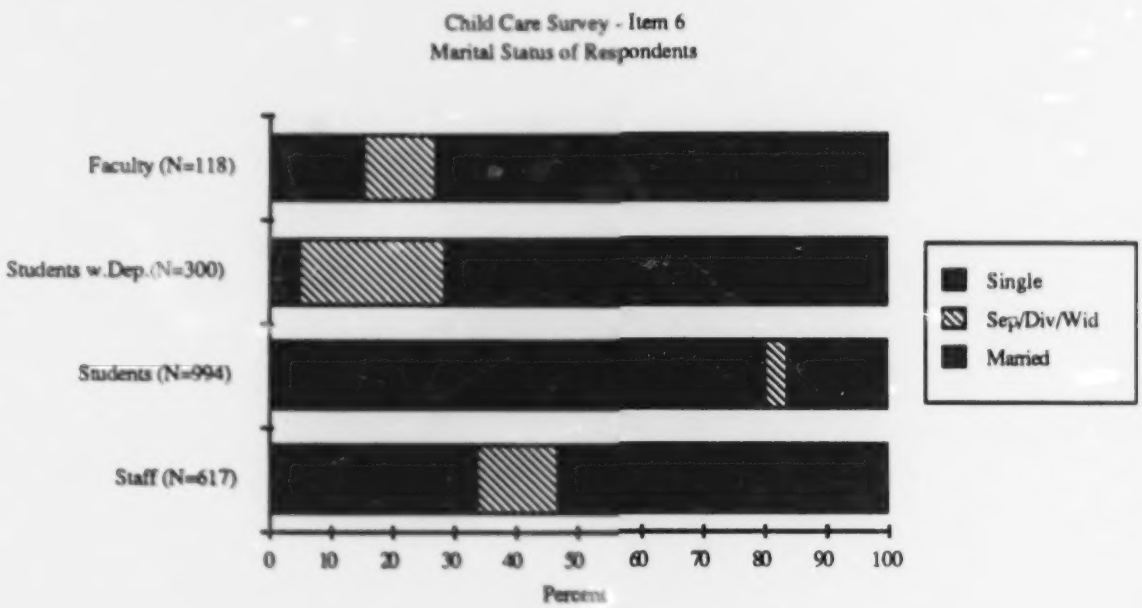
As anticipated, income of respondents was lowest for Students and Students with Dependents with about 60% reporting a household income under $20,000, while more than 60% of the Faculty respondents reported incomes of above $50,000. However, 21% of Students also reported incomes of above $50,000. Since the question asked for income "for yourself and all members of your household," many students would have reported their parents' income. The income distribution by group is shown in the graph below.



Students with Dependents indicated that their largest single source of financial support is Student Loans (82%), followed by Employment (56%) and Scholarships (35%). Other Students reported that they finance their education mostly through parental support (57%) and Employment (49%). Among the Other Sources of financial support listed; grants, spousal income, and VA benefits were most often mentioned.

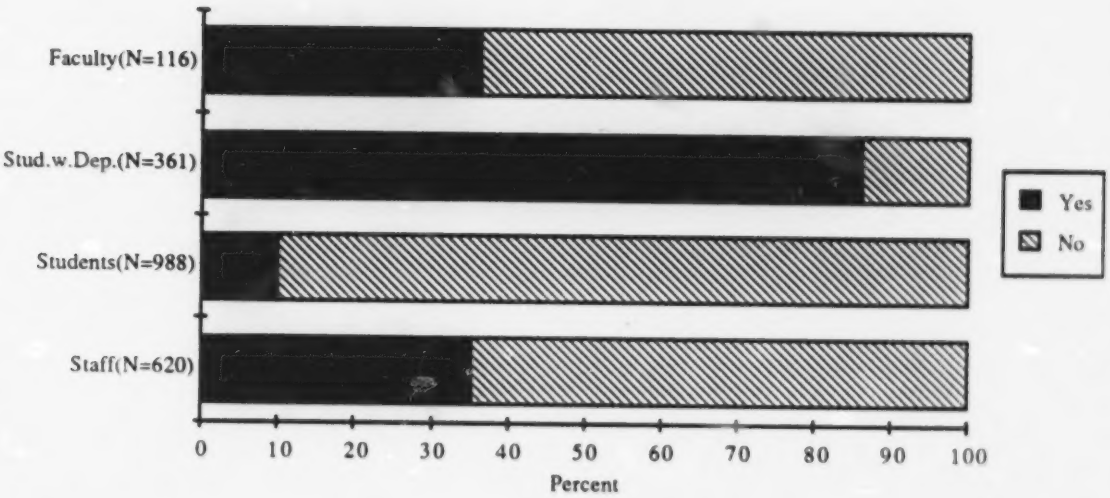


The following graph shows marital status for each group. Students with Dependents have the highest percentage (24%) in the Separated/Divorced/Widowed category which probably indicates a large number of single parent families in this group.



About 660 respondents (32%) indicated that they have or will have a child or children in the age range 0 - 12 living with them. The distribution of respondents by group is shown below.

Child Care Survey - Item 10
Child/ren living with you age 0-12



The total number of children reported by all respondents was 880. The largest number of these children are in the 7 - 12 age group. However, this age group also encompasses a wider age range. The 0 - 2 and 3 - 4 age groups combined include 381 children. The distribution by age and respondent group is shown below.

	Faculty (N=38)	Students w.Dep (N=305)	Students (N=65)	Staff (N=194)	Total (N=602)	Percent of Total
Age 0 - 2	13	120	23	61	217	25
Age 3 - 4	9	95	19	41	164	19
Age 5 - 6	11	79	10	55	155	18
Age 7 - 12	20	129	38	123	310	35
Teens	2	14	2	16	34	4
Total	55	437	92	296	880	100

CURRENT CHILD CARE ARRANGEMENTS

The analyses in this section are based on the responses from survey participants who indicated that they have children.

Item 11 of the survey asked respondents to provide information about current child care arrangements for up to 3 primary types of care for each child between the ages of 0 - 12. The responses to this item are listed below, ranked by the frequency the particular child care type was mentioned (in parentheses);

1. With self or your spouse (393)
2. In a child care center (241)
3. In a private home facility (123)
4. With a relative (117)
5. Before/after school care (other) (100)
6. Other (86)
7. Before/after school care (at school site) (76)
8. Flexible (drop-in) evening care (72)
9. At home with helper (61)
10. Weekend care (excluding babysitting) (12)
11. Regular evening care (9)

There was very little difference in the ranking of type of current child care arrangements among respondent groups. Both student groups ranked Flexible Evening Care slightly higher than Staff and Faculty. Weekend care and Regular Evening Care were ranked low by all groups.

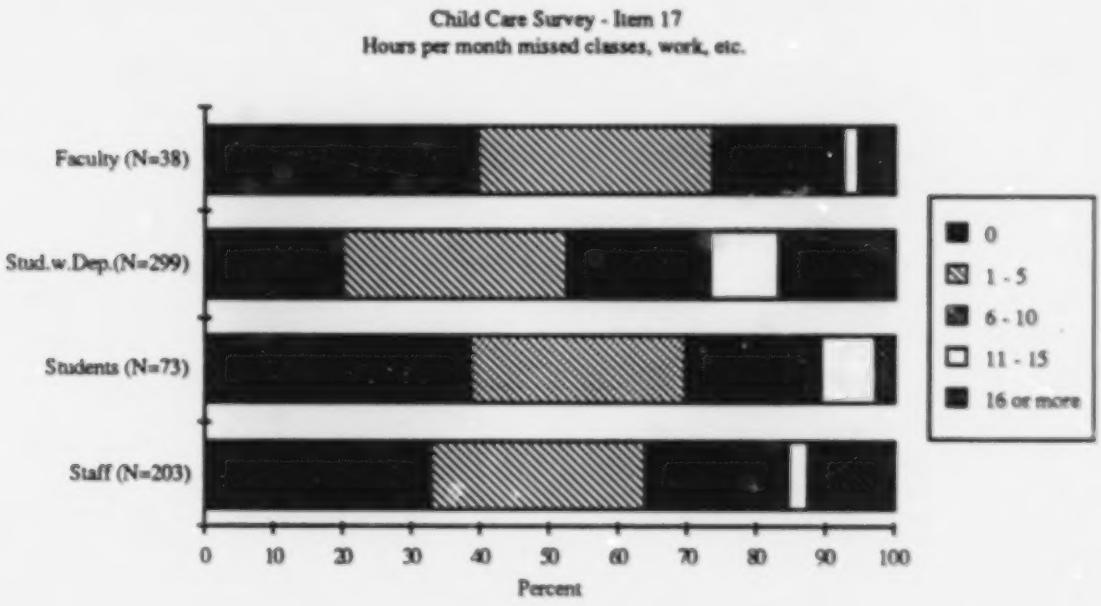
Because of the large number of respondents indicating current child care arrangements with self or spouse rather than in child care centers, the responses were analyzed by age group of children. The results show that about 35% of responses for this category were for children in the 7 - 12 age group; the next largest percentage (30%) was for children age 0 - 2.

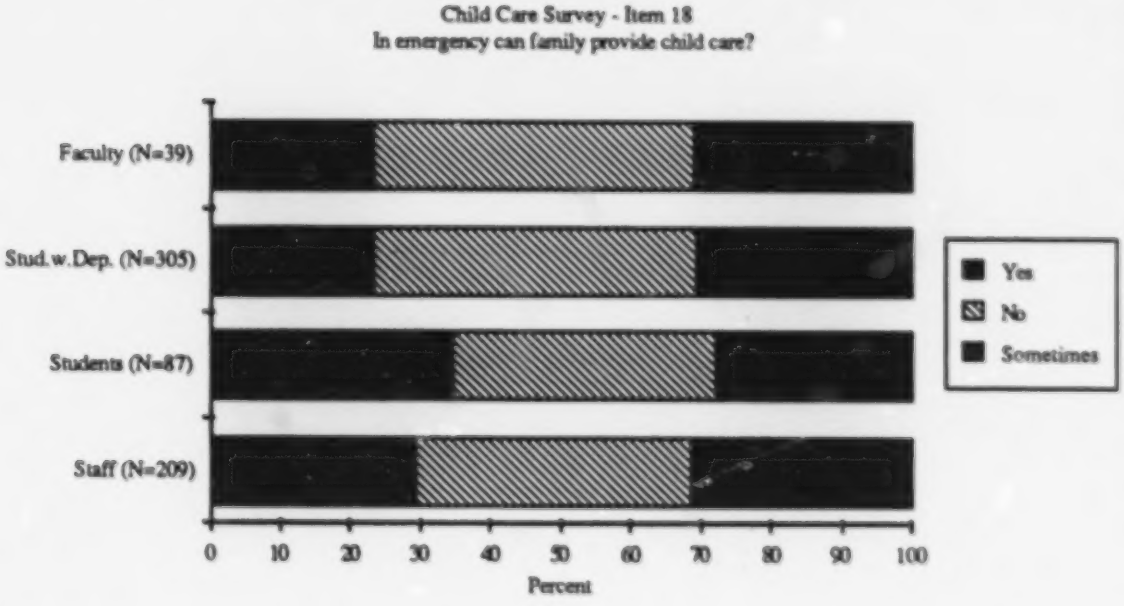
Since a considerable number of respondents reported that they are Separated/Divorced/Widowed, the question arose as to whether their arrangements were similar to those of the other respondents. Item 11 was analyzed for this group separately and, as shown below, respondents listed current arrangements in child care centers more often than with self or spouse. With self or spouse was the second most popular current child care arrangement even for the Separated/Divorced/Widowed group. However, an even larger percentage of children than in the total sample (64% vs. 35% in the total sample) were in the 7 - 12 age group.

1. In a child care center (36)
2. With self or your spouse (28)
3. With a relative (28)
4. Other (22)
5. Flexible (drop-in) evening care (21)
6. Before/after school care (other) (20)
7. Before/after school care (at school site) (18)
8. In a private home facility (16)
9. At home with helper (15)
10. Weekend care (excluding babysitting) (6)
11. Regular evening care (2)

About two-thirds of all respondents indicated satisfaction with current child care arrangements. Students with Dependents were least satisfied, while Faculty reported the highest satisfaction levels.

As shown in the graphs below, a large percentage of respondents indicated that they missed classes or work because of unavailability of child care (Item 17), and a relatively small percentage of respondents have family or others who can provide child care assistance in an emergency when regular arrangements are not available (Item 18).





Item 12 asked respondents for information on child care arrangements for school-aged children when school is not in session. The arrangements listed for this open-ended item were variations of the following: with relatives or friends; alone at home; Extend-a-Care; bring child/ren to campus; city park; summer camp; juggle schedules; take vacation time; call on out-of-town family or friends.

Respondents were given the opportunity to provide additional information regarding current child care arrangements in Item 13. Most respondents mentioned problems with current child care arrangements such as : cannot find any child care; long waiting lists; not conveniently located; too expensive; older children are sometimes neglected.

Some respondents indicated that finding good and affordable child care arrangements is the most difficult task they have ever been faced with.

NEED FOR CHILD CARE SERVICES AT UT

A large majority of all respondents indicated that UT should offer child care services (Item-8) and that a UT quality child care program would be helpful in recruiting or retaining students, staff, and faculty (Item 9). The percentage of "Yes" responses ranged from 75.0% for Faculty to 93.3% for Students with Dependents for Item 8, and from 82.9% for Faculty to 95.3% for Students with Dependents for Item 9.

Respondents with children indicated that a UT quality child care program on campus would improve their performance as a student, staff, or faculty member (Item-16). The "Yes" responses to this item were 64.1% for Faculty, 66.4% for Staff, 71.1% for Students and 78.9% for Students with Dependents.

Type of Child Care Service Needed

Item 15 of the survey asked respondents with children to rate the importance of fifteen different child care services to them and their family on a 5-point Likert scale. The results show that low cost child care, summer and school holiday program, and full day child care are the most important services UT should provide. The service categories are not mutually exclusive and are listed below in order of importance to respondents (figures in parentheses represent the average percent who considered this service as "important" to "very important"):

1. Low cost child care (69%)
2. Summer and school holiday program (65%)
3. Full day child care (61%)
4. Flexible (drop-in) evening care (54%)
5. Sick-child care (52%)
6. Flexible (drop-in) child care (50%)
7. Before/after school care (41%)
8. Information Referral Center (39%)
9. Parent Network (29%)
10. Weekend Care (27%)
11. Regular evening care (25%)
12. Child care co-op (25%)
13. Parent Classes (25%)
14. Family counseling (23%)
15. Services for children with disabilities (22%)

When responses are ranked based only on the average percent who consider the respective services as "very important", full day child care ranks second and summer and school holiday programs third. This shift probably indicates that while respondents with children in the 7 - 12 age group (the largest age group in the sample) consider summer and school holiday programs important, respondents with younger children see full day child care as even more important.

In order to determine how many respondents would use various types of services if they were offered in a University child care facility on or near campus for children in different age groups, responses to Item 14 were analyzed together with responses to Item 11. The results are shown below.

	Age of Child				
	0-2	3-4	5-6	7-12	Total
Regular Day Care	116	79	43	27	265
Flexible (drop-in) Day Care	70	42	39	70	221
Regular Evening Care	19	12	9	21	61
Flexible (drop-in) Evening Care	68	56	53	79	256
Weekend Care	27	35	24	46	132
Holidays/Summer Care	29	35	65	135	264

It is interesting to note that in the 0 - 2 age group more respondents (116) said that they would use Regular Day Care if offered at UT than indicated current child care center arrangements (60). This could mean that more respondents in this age group would switch from other service types (i.e., with self or spouse, private home facility, relatives, etc.) to regular day care and seems to indicate a larger need for quality day care in the 0 -2 age group.

When comparing the total number of children reported by survey respondents (880) and those indicating they would use Regular Day Care (265), one finds that respondents in all groups would use this service for about one-half of their children in the 0 - 2 and 3 - 4 age groups (see table below). Figures in parentheses indicate the total number of children reported in each age group.

Age of	Would Use UT Regular Day Care Center				
Children	Faculty	Students w.Dep	Students	Staff	Total
0 - 2	8 (13)	67 (120)	12 (23)	29 (61)	116 (217)
3 - 4	5 (9)	50 (95)	9 (19)	15 (41)	79 (164)
5 - 6	2 (11)	24 (79)	4 (10)	13 (55)	43 (155)
7 - 12	1 (20)	12 (129)	2 (38)	12 (123)	27 (310)

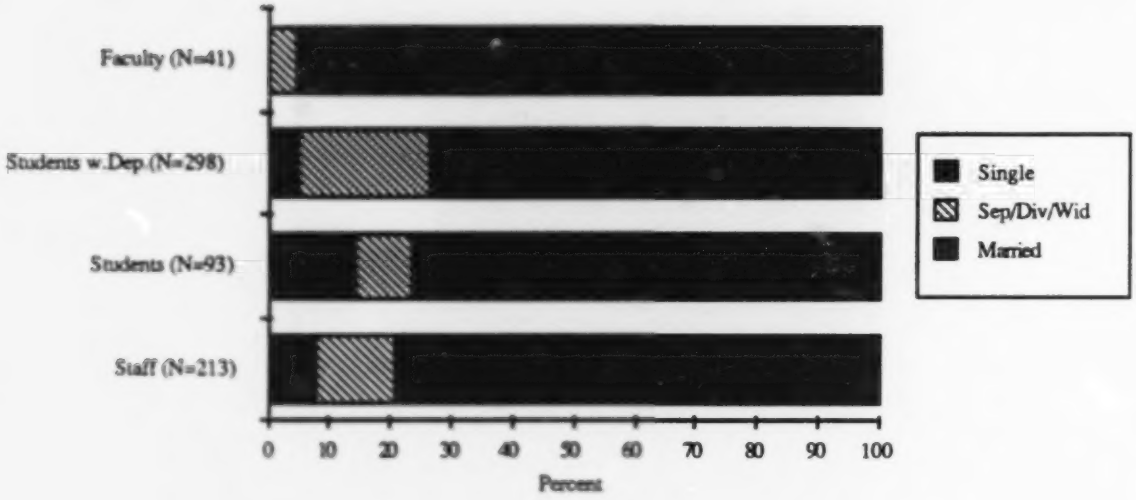
Amounts Respondents Are Willing to Pay for Child Care Services

The average amounts respondents with children are willing to pay per month for Regular Day Care service ranged from about $60 to $160, depending on the age of the child and on the number of hours the service is utilized. The amounts given by respondents for other types of care were obviously based on part-time use of these services and ranged from $2 for Weekend Care to $99 for Holidays/Summer Care.

Because of the importance respondents placed on low cost child care and because of the relatively large number of respondents in the Separated/Divorced/Widowed group, marital status and income by marital status was analyzed separately for respondents with children.

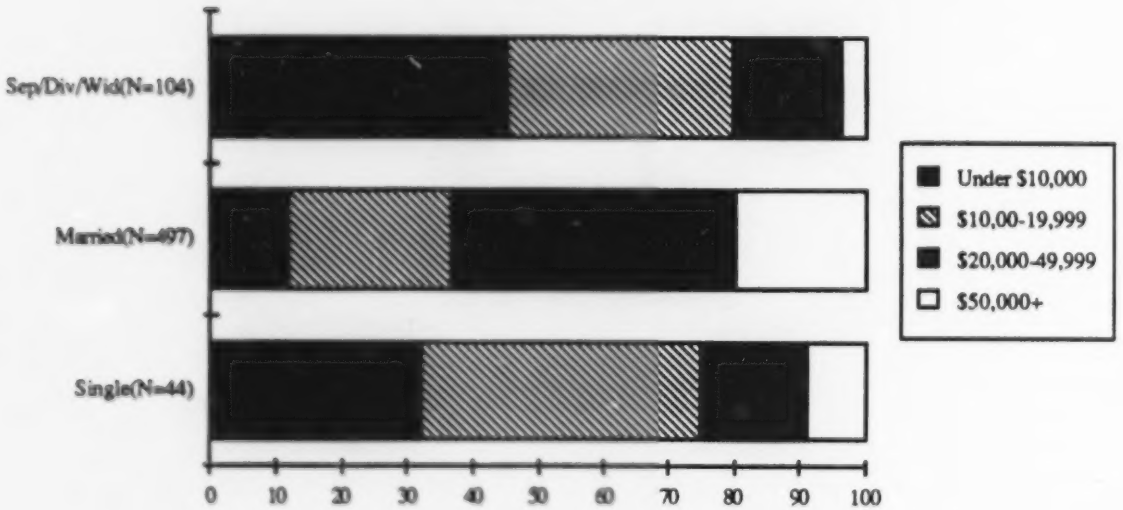
As the following graph shows, Students with Dependents have the highest percentage in the Separated/Divorced/Widowed group (22%), while the percentage for faculty with children in this group is only 5%.

Child Care Survey - Items 6 and 10
Marital Status of Respondents with Children



Income by marital status for respondents with children is displayed below. Almost 45% of the Separated/Divorced/Widowed respondents with children reported an income of under $10,000. Almost three-fourths of Separated/Divorced/Widowed and Single respondents with children earn less than $20,000, while 46% of all respondents with children indicated that their income is less than $20,000. However, since more than half of the respondents with children are students, these figures are not surprising and substantiate the relative high importance of low cost child care.

Child Care Survey - Items 4, 6 and 10
Income by Marital Status for Respondents with Children



Estimated Number of Day Care Spaces Needed

Based on the responses to the Child Care Survey and extrapolations from the sample data, it is estimated that there could be a need for about 1,500 Regular Day Care spaces. The extrapolated figures for the various services shown below were calculated by multiplying the responses to Item 14 for each sample group by the proportion of the sample size, i.e., 69 respondents in the staff sample indicated that they would use a Regular Day Care facility if available on or near campus; this number was multiplied by 10 (staff sample size = 10%) to come up with an extrapolated figure of 690 staff who would use a Regular Day Care facility. Because 100% of Students with Dependents were sampled (see page 2), no extrapolations were made for this group.

	Faculty	Students w.Dep.	Students	Staff	Total
Regular Day Care	160	153	540	690	1,543
Flexible (drop-in) Day Care	100	138	460	500	1,198
Regular Evening Care	20	34	100	200	354
Flexible (drop-in) Evening Care	120	166	440	560	1,286
Weekend Care	50	86	340	240	716
Holidays/Summer Care	130	139	360	940	1,569

If one assumes that persons who did not respond to the survey are not interested in child care services and if extrapolations are made based on the percentage of responses rather than on the percentage of persons who comprised the total sample, the need for the various services for the total UT population is estimated to be:

	Faculty	Students w.Dep.	Students	Staff	Total
Regular Day Care	106	78	240	435	857
Flexible (drop-in) Day Care	66	70	204	315	654
Regular Evening Care	13	17	44	126	200
Flexible (drop-in) Evening Care	80	84	195	353	710
Weekend Care	33	44	151	151	379
Holidays/Summer Care	86	71	160	593	908

As the sample data on page 11 and the above estimates show, there is an expressed need (by respondents to the survey) for about 265 Regular Day Care spaces and a projected need for up to 1,500 Day Care spaces at UT.

The need for Regular Day Care seems to be greatest for children in the 0 - 2 age group. While this age group is not the largest group in the survey respondent sample (the 7 - 12 age group is larger), the assumption can be made that many parents have not found child care arrangements at a reasonable cost for their children age 0 - 2 and are looking to The University to provide quality, low-cost day care. Parents of older children are more likely to have established satisfactory arrangements elsewhere and may not be quite as ready to change to a UT child care facility.

SUGGESTIONS AND COMMENTS ON CHILD CARE ISSUES AT UT

The following analysis is based on extensive sampling of comments made by all respondents to Survey Items 19 and 20.

Item 19, asking respondents if they are aware of existing UT resources which could be utilized in providing child care programs on or near campus, was found by many to be too vague. However, those respondents who listed comments for this item had some interesting suggestions: use churches near campus; enlarge Student Association Child Care and/or Child Development Lab; utilize BRC/ARL (lots of space there); use space in Anna Hiss Gymnasium, Gregory Gym, Bellmont Hall, Hogg Auditorium, Jester Center, Erwin Center, UT Health Center, Wooldridge Hall; rent a co-op; acquire Goodall-Wooten Dorm through use of eminent domain; build day care center on former Villa Capri Motel site or in blackland area; build child care center instead of bowling alleys; set up elementary school affiliated with AISD operated by College of Education.

Item 20 asked for general comments on child care issues at UT. These comments were analyzed and are presented in order of the frequency (from lowest to highest) with which the particular topics were mentioned.

A few comments expressed very specific needs. These include: provide inexpensive emergency care; need child care 18 hours a day; establish a UT Family Care Center which provides counseling, parenting classes, publishes names of reliable child care providers and informs the university community about child-related programs existing on campus; establish children's rooms in PCL and UGL staffed by children's librarians; establish 2 or 3 centers, one on each side of campus, with older children located near gyms; consider traffic congestion on campus when determining location of day care center; provide transportation from schools to UT and provide program modeled after Extend-a-Care.

Some respondents addressed the question of who should pay for child care. Comments include: UT should make this a benefit; make it an option in flexible fringe benefit plan; parents and UT share in costs; parents pay for extras, UT cover the rest; parents should cover expenses.

A small minority of (mostly male) respondents commented that UT has no business being in the child care business, that people who use child care services should pay for them, that they are opposed to UT-sponsored day care if it means increases in student fees, that UT should not spend money on day care when many academic areas are inadequately funded, and that the campus area may not be safe for small children because of dangerous chemicals and radioactive wastes stored on campus. The following quotes best summarize the comments expressed by this relatively small number of respondents:

"The university has no business even considering providing any sort of child care."

"Free or subsidized child-care constitutes a benefit aimed at a specific group, not available to the entire staff/faculty, or even students. It infringes on my right to equal pay for equal work."

In addition to an 80-90% "yes" response to Item 9 which asked if a UT child care program would be helpful in recruitment and retention, many respondents emphasized in their comments that providing child care would benefit The University in the following manner: increase productivity; decrease absenteeism, increase loyalty to UT; critical area of concern in recruiting of female faculty; more students with children would attend UT; good asset for UT.

The overwhelming majority of respondents indicated, in some cases quite emphatically, that it is important, necessary and "moral" for UT to provide quality low-cost child care. Some feel that The University has an obligation to provide free child care, that UT has not kept up with social reality, and that UT should be a leader and innovator in this area. While most of these respondents want free or low-cost child care, they are also very concerned with the quality of care. Many suggest that a child care program at UT should make ample use of all resources available on campus, i.e., the program should involve undergraduate and graduate students as part-time employees, in internships for college credit through academic programs in Education, Social Work, and Home Economics and utilize libraries, museums, and existing special children's programs situated on campus. The following quote summarizes the comments of these concerned respondents quite well:

"Child care should be more than warehousing children. Structured activities should be provided and could be integrated with undergrad or grad classes; for example in child psychology, science programs, education classes. Using children as subjects with qualified supervision could provide students and children with learning experiences. It would also be great if some structured programs were provided for young adolescents."

V. LIMITATIONS AND OPTIONS

Throughout the hearings and other contacts with members of The University community, there was a clear *expectation* on the part of the campus community that the main purpose of the President's Ad Hoc Committee on Child Care was to advise on the creation of an on-site child care center. Having gained a broad understanding of the needs and options, the Committee felt responsible for a broader mission than the consideration of just one option. The Committee saw the need to design a blueprint and establish a foundation for The University's participation, response, and leadership in the area of child care and family responsibilities for employees and students at The University for the 1990s.

Therefore, the Committee turned to an examination of possible options and limitations imposed by being a public entity with finite resources in order to make some judgements on the feasibility, desirability, and appropriateness of these options for The University of Texas at Austin.

A. FINANCIAL LIMITATIONS

In the original charge to the Committee, it was made very clear that any direct services for child care (such as an on-site child care center) would have to pay for its own operational costs through user fees or other outside sources. Currently, as a state institution, The University can not subsidize one employee's salary over another's for benefits such as the direct payment for child care. In addition, there are some restraints as to the state's entry into competition, at a lower fee, with private sector businesses that could perform the same services. The situation for students at The University is somewhat different than for employees. Student groups are eligible for, and have actually received, grants from the Student Fee Committee in order to provide some lower cost child care for student families.

At the same time, the Committee heard repeatedly that the affordability of child care was a major issue for most working families and for students with dependents. Many people expressed the hope that The University would provide low-cost quality child care on campus or would subsidize direct child care costs in other ways.

The Committee found that some private employers (such as the Texas School Service Foundation, SAS Institute, and Seton Hospital) were able to offer some options which involved either the subsidy of some operational cost of an on-site center, a voucher system which assisted in paying child care fees for some (or all) of their employees, or other arrangements which resulted in reduced rates for child care.

At least one employer in Austin (Seton Hospital) also sought to reduce the fees for child care services for its employees by negotiating a contract with a private near by center. This Center expanded its hours of operation to provide early morning services and some evening hours (important for hospital employees) and guaranteed a certain number of openings at a slightly reduced fee. In exchange, the Hospital guaranteed that their employees would use and pay for the slots made available or that Seton would pick up any monthly difference. This option of negotiating with a private center to provide a somewhat lower cost package deal for University employees with some extended hours was considered. However, the Committee thought that there might be some problem in direct payment for services that were not used and the Committee could find no other component of the University system that was actually using this plan. The Committee was also mindful of the fact that child care providers located near The University were currently operating at almost 96 percent of their capacity.

In examining the current and anticipated arrangements made by state agencies to allow their facilities to be used for child care services (operated by a private provider), the Committee reviewed the arrangements made at the Texas School for the Blind. In this situation, the TSB has provided space on a nominal basis and the private provider has undertaken the renovation at its own expense. However, it was discovered that market rate fees were charged to the user in this arrangement and there were no substantial financial savings to the parents.

The Committee did find models at other public institutions of higher education which were able to provide, on a sliding scale basis, direct child care services for some employees and students with the use of private fund raising, coordination of entitlement grants, grants from private foundations, and other sources of outside support.

In sum, having examined the question of providing low-cost quality child care for employees, the Committee found that no such immediate option was currently available to The University. As a state employer, The University can not readily

subsidize operational costs for direct child care. Even when state facilities have been made available to private providers, the fees for services are still at market rates. The Committee felt that one way of addressing the problem of affordability would be to design programs which would attract outside and/or entitlement funds to provide assistance to need-based individual employees and students for direct child care services.

B. STATUS QUO

Given that The University has some efforts presently devoted to child care concerns, one possible option was to maintain the *status quo* and to make no changes. The following programs comprise The University's current involvement in child care assistance, though none of these efforts are coordinated with one another. The University Student Childcare Association (USCA) is funded by user fees and an allocation from student services fees. Housed in a university provided facility, the USCA offers late afternoon and evening child care for student families, with the capacity to care for 34 children at a time. The Child Development and Family Relationships Division operates a Child and Family Laboratory (CFL), whose primary mission is that of research and training. As a by-product, this laboratory provides half-day care for 85 children of families in the community. Employees at The University of Texas have the option of paying for dependent care with pre-tax dollars through the payroll reduction plan.

Various departments around The University maintain some *ad hoc* referral lists of child care facilities in Austin and babysitting services. Certainly, many university departments are involved in training and research devoted to such fields as child development, family relationships, education, health, social work, psychology, and public policy, which impact the society at large in these areas. The Faculty Senate has proposed certain policies regarding faculty with family responsibilities. Employee groups, such as the Staff Parent Network, have organized themselves to share information on child care/family issues.

However, given the information gathered by the Committee on the changing demographics for staff and faculty in the nation, as well as at The University of Texas at Austin, and the information provided by employees and students with families regarding their difficult child care/family situations, it was clear that the "status quo" approach would not meet the needs of The

University as an employer, a provider of education, or a leader in our State.

C RESOURCE AND REFERRAL

Another option available is the use of a child care resource and referral program for employees and students. Many national and local businesses (such as IBM, Seton Hospital, MCC, etc.) use the resource and referral approach as part of the service that they offer their employees. Most of these businesses contract with private, non-profit organizations to provide these services. These organizations, such as Austin Families, Inc., maintain information on sources of child care in the community. An employee of a contracting company contacts the agency and talks with a referral counselor about his/her needs and preferences. The agency then provides the employee with referrals (not recommendations) to centers or homes that have available openings and meet the employee's needs. Depending upon the range of services contracted for, these groups can also provide workshops and seminars for employees dealing with parenting and family responsibilities. Employers can pay a fee for each employee using these services or can contract with the organization for an annual fee which would cover potential users. The cost of an annual contract depends on the size of the employer's work force, potential usage, and range of services to be provided. One estimate of the cost of contracting for a minimal resource and referral program for employees only (not students) at The University was approximately $30,000 annually.

The Committee found many attractive features in a resource and referral program. It provides information on types of child care available throughout the Austin area and assists clients in sorting through the maze of the child care delivery system as it exists now.

However, a resource and referral type of program and the use of an outside agency has limitations. First, as several surveys have shown, it is clear that any type of child care NEAR The University is in short supply. Second, this type of program does nothing to enhance the availability of child care openings; it only identifies such opportunities. Third, it refers people to fairly traditional sources of child care and does not speak to the needs of those who need assistance with finding child care outside of the normal operating hours; such as faculty and staff who work over-time or on non-traditional work schedules and students who need flexible scheduling for classroom hours and library/research hours. Fourth, the costs of contracting with an outside agency to provide such services for the

large number of employees and students at The University would be a substantial annual investment outside of The University that would not take into account The University's existing resources.

Given these limitations, the Committee felt that resource and referral could not be the only approach undertaken by The University, but that such a program would be useful as a component in a comprehensive approach to child care issues. The Committee also felt that, given its size and internal resources, The University could efficiently develop and operate a resource and referral program as opposed to contracting with an outside agency.

D. PARENT/FAMILY PROGRAMMING

In the course of its review, the Committee found businesses, agencies, and institutions of higher education which included the concept of parent and family programming in their approach to child care services. These businesses and institutions have recognized that preschool child care is just one area impacting the work and educational lives of employees and students with dependents and are attempting to provide a more integrated approach to work and family matters. One source commented that "many workers experience a 'cluster of problems' associated with their family responsibilities and can benefit with early intervention that can head off crises or can direct them to internal and external sources of assistance ("Conference Report," 1988, p. 6)." Another observed that "Hewlett-Packard Co. in Oregon, chief executive officers in Maryland, and employers in San Francisco and New York have moved to a new level of involvement in work and family issues ("Conference Report," 1988, p. 6)."

Given the demographic information on the current and growing number of parents in the work force along with the indications of future labor shortages, it is predicted that employers will continue to expand their initiatives dealing with the combination of child and family issues. Companies such as IBM have instituted policies and programs which increase the options available to employees so that they can better balance the demands of work and personal lives. Some businesses have programming which is directed at parenting concerns in such areas as nutrition, child development, health, family relationships, and substance abuse. Along with maintaining on-site child care centers and using resource and referral programs, several institutions of higher education are developing programming on such topics as time and family

management, economic survival, latch-key children, child development, health and safety, and stress reduction for both their employees and students as part of their "child care" services. Some businesses and institutions are also recognizing that supervisors may need assistance in dealing with the demands of family life of their employees and are instituting supervisory training to help them better handle these situations ("IBM begins," 1988; "Conference Report," 1988).

Evidence from the hearings and the survey also highlighted the fact that employees and students with school-aged children have heightened child care needs during after school hours and holiday/summer periods. Employers often report a daily "3 o'clock" grid lock in the work place when working parents start to worry about their unattended school-aged children, spend time checking on them by telephone, and generally become less productive during the latter portion of their workday because of these concerns. This type of concern becomes even greater during holiday and summer periods. There are some implications for the community-at-large in these situations as some studies have linked a rise in fires, vandalism, and theft when children are left unattended after school.

From its review, the Committee identified possible approaches which would ease the situation regarding the care of school-aged children for employees and students. First, programming could be developed which would help guide and prepare parents who had school-aged children in "latch-key" situations and might even include the setting up of a "hotline" for these children. It was also noted that, in other communities, businesses and corporations are starting to play a role in developing after-school programs in connection with the public school system. In Houston, a public/private sector group has begun working with the school district to support and encourage after-school programs with great success. After-school programs associated with the public school facilities in Austin do exist, but are in short supply. The Committee saw a natural leadership role for The University which would encourage the extension of such after-school programs thereby assisting not only University parents, but the community as a whole.

Several members of the Committee made an on-site visit to the Family Center at Bergstrom Air Force Base in Austin. This center focuses on the family needs of the military employees at the base, a specialized population in terms of their relocation needs and military family life. However, the Committee could envision this family center concept as having great benefit for The University if the programs were tailored to the needs of employees and students and when the existing natural

resources of The University were utilized both for the benefit of the users and as possible educational training opportunities for the providers. For example, seminars/workshops on parenting, family relationships, latch-key children situations, substance abuse, special needs children, time and family management, stress reduction, child development, and well-child screening/programming could be provided at minimal costs by such areas as the School of Social Work, the College of Education, the Division of Child Development and Family Relationships, the School of Nursing, the Counseling and Psychological Services Center, the Department of Psychology, the Department of Educational Psychology, and the Speech and Hearing Clinic and others.

The Committee felt that parent and family programming, including services directed at school-aged children, would be a valuable approach for The University to consider. This type of indirect service could be provided at a fairly low cost, have a broad impact on a number of employees and students, take advantage of The University's existing natural resources in these areas, provide some training and employment opportunities for its own students, and even enhance resources for the community-at-large. Although this approach would require administrative staff support from The University, it would be very effective in terms of both the cost perspective and the breadth of impact.

E. DEVELOPMENT OF COMMUNITY CHILD CARE RESOURCES

In their approach to the child care issue, some private corporations and large public universities have included programs in which they work to develop and increase resources for child care services in the community. Institutions of higher education typically use their own educational resources to expand child care options in the community. For example, Ohio State University has started a training and referral service for the development of community-based family day homes (usually caring for 6 or less children) by giving these providers 40 hours of free training in exchange for priority admission for university families. It should be noted that this community development effort at Ohio State University is carried out in addition to the operation of the 300 children child care center and is meant to complement this center's capabilities. Duke University is considering similar training strategies tc stimulate more people to provide in-home quality child care along with efforts to assist students in forming

parent co-operatives as well as developing after-school child care initiatives within the Durham schools.

These types of community development activities could have great benefits for The University. They would increase the services available to The University's own employees and students by giving them priority entry and use. They allow for expanded training opportunity for university students who could assist in developing and providing these programs. In addition, The University's leadership role in the community would be enhanced.

F. SICK-CHILD CARE

In the original charge to the Committee, one of the issues suggested for consideration was the question of "sick-child care." National studies on employee absenteeism relate that much of the absenteeism on the part of working parents is due to failures in regular child care arrangements and/or to absenteeism caused by the need for care of sick children. The Committee's own survey of The University community revealed that a large percentage of respondents indicated they missed classes or work because of unavailability of child care. A relatively small percentage of respondents have family or others who can provide child care assistance in an emergency or when regular arrangements are not available. Testimony presented during all of the public hearings conducted by the Committee made it clear that assistance for the care of sick children was a pressing need for faculty, staff, and students.

In looking into this issue, the Committee found that most questions of sick-child care were concerned with a child who is mildly-ill, recovering from an illness/injury (such as the chicken pox, respiratory infection, flu, ear infection, or broken limbs) as opposed to those with a serious illness or an on-going handicapping condition.

Nationally, a few businesses and institutions have incorporated an on-site sick-child care center to care for mildly-ill children. Some private day care centers have a sick area which purports to handle sick children. However, the most popular alternative has been referral to institutions which have specially designed centers for mildly-ill children. Hospitals and other health care groups have taken the lead in providing such care because of their natural resources in this area. The general model is that of a special child care center for mildly-ill children to which other agencies, businesses

and groups can refer their employees or can be utilized by individuals on their own. Some employers have contracted with these organizations to provide coverage for their employees' children. In these instances, the employer helps by paying all or a percentage of the daily fee.

Seton Hospital has opened such a center in the downtown Austin area called the "Seton Kids Care Club" which provides care for children both with noncontagious and some contagious ailments. Several members of the Committee made an on-site visit to the Seton Kids Care Club and discussed its operations with its administrators. They were very impressed by the care that seemed to be given the children and the precautions taken for infection control (separate heating/ventilation systems for different areas and no contact between the different rooms by children or employees). However, the necessary fees charged for this kind of service (approximately $35 a day) put it out of the range of many individual workers and students. Some parents have expressed misgivings about caring for sick children outside of their own home although those who have used the Seton center have been extremely satisfied with the care given.

Other options for sick-child care in the Austin community include various types of in-home sick-child care provided by some hospitals and home health care agencies. The advantages of these are that the child is cared for in familiar surroundings by caretakers which are under the umbrella of certain health organizations. The disadvantage again is the cost, which can range from $4 to $12 per hour or approximately $100 for a full workday. Some local groups, such as the Austin Regional Clinic, have contracted with home health agencies to offer a sick-child care program in the home for their employees and actually pay a large percentage of the fees. Most private employers providing these subsidies felt that they greatly reduce employee absenteeism and improve employee morale by doing so. However, as a public entity, this subsidy arrangement is not available to The University as an employer.

Some thought was given to the creation of a center for the care of mildly-ill children on this campus. This type of center would be very costly in that it requires an appropriately designed facility which would take into account infection control and a professional medical staff. Given that The University could not subsidize operating cost so that on-site services would be below market rates and that there are presently resources in the community, in terms of home health care and the "Seton Kids Care Club" (located relatively near The University campus at 6th and Lamar), the

Committee felt that an additional sick-child care center on campus was not practical at this time.

Although the Committee did not find a realistic answer to the question of affordability of care for sick children, the Committee did see that The University could undertake some important activities in areas relating to the care of sick children. First, through a resource and referral program for sick-child care in the community, The University can provide information to individual employees and students who might be able to afford these options on a limited basis. Second, The University can provide some leadership and information to its employees and students on the promotion of health and illness prevention for children through family/parent educational programming. Third, The University can assist in supervisor training which would help supervisors to become more aware and responsive to the needs of employees with sick children as well as dealing with the work place problems associated with such situations.

In sum, the Committee could find no realistic options which assisted employees and students with the question of the affordability of sick-child care. However, there were some actions in terms of resource and referral, well-child programming, and supervisory training which could be of some assistance in this area.

G. LIABILITY ISSUES

In the President's charge, the Committee was asked to examine "provider risk and liability issues" as they relate to direct child care services that might be offered by or in connection with The University. The Committee reviewed relevant literature, discussed this issue with private providers, and obtained some information from a private risk management group specializing in human services, especially child care.

The Committee was looking for answers to several questions. Would The University be assuming a large amount of liability by offering direct child care services to its employees and students? Would this liability be less expensive if these services were offered by an independent contractor/private provider than if operated by The University under its own auspices? Is this type of insurance readily available to employers and is it affordable? What are the actual costs of such coverage? What factors should be considered which would minimize liability situations in the

offering of direct child care services either by an independent contractor or by The University itself?

According to a September 1989 article in The National Report on Work and Family, "liability insurance for on- or near-site employer-sponsored day carecenters is available and affordable except for coverage for sex abuse and child molestation ("Employers' Daycare," p. 1)." The article goes on to note that potential child abuse risks are less in employer-sponsored on-site centers because, unlike off-site centers, employers have more control and there is a higher chance of parental visits and involvement. With regard to costs, the article states, "large employers have little or no trouble adding insurance coverage for on- or near-site daycare because it is incidental to their overall insurance packages ("Employers' Daycare," p. 2)." This observation was confirmed by the Director of the Child Care Center at The Texas School Services Foundation in Austin who commented that their on-site employer-operated child care center added very little to the company's overall insurance costs.

The National Report on Work and Family article also states, "even if employers use independent contractors to run their daycare centers and negotiate hold-harmless agreements, employers must maintain appropriate insurance coverages in their own right in case they are brought into a joint legal action ("Employers' Daycare," p. 2)."

James Strickland, Executive Director of Child Incorporated and President of Human Service Risk Management, has worked extensively in this field. In response to an inquiry by the Committee, Mr. Strickland responded that:

> The issues related to liability and insurance for child care is complex and must be addressed as the policies and procedures for [any proposed University child care center] are developed. Reducing risks in child care programs requires prevention or minimizing the chance of liability risks. The number one liability risk is often the poorly prepared employee or caretaker as well as the lack of environmental safety precautions (Strickland, 1989).

In some of the literature prepared by Mr. Strickland on this subject, he elaborates on the question of the preparation and stability of the caregiver in child care centers. He notes that most child care centers have a high turnover rate in staff and that the potential for liability claims increases with the rate of personnel turnover, even in those facilities which meet the most stringent standards of quality. In an effort to manage and minimize

risk/liability situations, he recommends a review in a variety of areas but places emphasis on adequate training of personnel (both in terms of child development and the avoidance of risk) as well as the need to maintain low staff turnover rates.

As a result of this initial review, the Committee concluded that it could only address the "provider risk and liability" issue in a general fashion. Specific answers, such as estimated costs and additional exposure to risk, must be related to specific program proposals and can be reviewed by the Office of General Counsel when such proposals are forthcoming.

However, the Committee did make some general observations. First, the use of a independent contractor to provide direct child care services for The University community does not absolutely separate The University from liability for that contractor's actions. Second, there seems to be a lower risk factor when the employer has control over the facility, when the personnel is well-trained, and when staff turnover is kept to a minimum. These factors should be addressed in the consideration of any direct child care services associated with The University. The child care center model proposed by the Committee (outlined in Chapter V, Section K) did take these factors into account by giving The University direct control over the facility, its curriculum, and its staff. Special emphasis was given to maintaining a stable, professional staff by making them University employees with the associated benefits which are more attractive than those offered by private providers.

H. CHILD AND FAMILY LABORATORY

The University currently operates a Child and Family Laboratory (CFL) as part of its educational program in the Child Development and Family Relationships Division of the Department of Home Economics, College of Natural Sciences. This laboratory, which has been in place since 1927, provides the services of a child development center to approximately 85 children; half attend the school in a morning session and the other half attend in an afternoon session. Enrollment is available to families in the Austin community as well as from The University. Typically, there is a long waiting list for openings.

The purpose of the CFL is four-fold: a) to serve as a research laboratory for the faculty and graduate students in the Division of Child Development

and Family Relationships (CDFR) and for faculty and graduate students in other departments on campus; b) to serve as a training site for undergraduate and graduate students in child development courses, offering experiences ranging in observation (HE 333, 133L), participation in the classroom (HE 348, 366), and internships (HE 652F); c) to serve as a model program for demonstration of the principles involved in developmentally-oriented programs for children and families; and d) to serve The University and the Austin community's needs for part-time child care.

The Committee examined this operation as a possible option for handling more child care needs in The University community. This was a logical consideration since the program is already in place and has extensive experience in operating child-development programs. This was not a new idea. During early 1988, the School of Law, having perceived a growing need for child care services for their students, staff, and faculty, identified some physical space at the school which could be assigned for child care purposes. The School had approached the CFL with the proposal that the Laboratory operate a satellite facility in the School of Law under their program. They saw benefits for both areas in this proposal. The Law School would have a professionally-operated center which was connected to a University educational program. The Laboratory would have an expanded facility to provide educational experiences for their primary mission of research and training. However, the discussions on this arrangement were tabled when the President's Ad Hoc Committee on Child Care was appointed to conduct a comprehensive review of all child care needs and options for The University community.

After comparing the mission (research and training) of the CFL with the purpose of a child care program for employees and students, the Committee concluded that each represents two distinctly different yet important needs on the campus. The Committee was quite concerned that a total combination of these efforts would result in a dilution of their different purposes.

However, it was also determined that there were mutually beneficial ways in which these two efforts could be interrelated. First, any child and family programming directed at employees and students could greatly benefit from the expertise of the CFL as well as the Child Development and Family Relationships Division. In turn, the activities of an employee/student program could serve to provide further training opportunities for the students of CDFR Division. If an on-site child care center for employees and students were to be created, there might be

some possibility of eventually locating the CFL in a nearby or common building (assuming ample space for each) which might provide some economies of scale. For example, some common areas such as kitchen facilities, research rooms, playgrounds, "all-purpose" space, seminar rooms, and teacher resource rooms might be shared. The two centers could arrange purchases in common, thus contributing to cost savings through bulk purchasing. The two centers could both be located in a facility providing satisfactory traffic flow patterns for parents dropping off and picking up children.

The Committee rejected the option of having the total child care/family needs of The University community be the responsibility of a unit whose primary mission was that of research and training for fear that the mission of one or the other would be diluted. However, it was also determined that some opportunities did exist for these two distinct efforts to complement one another in the area of shared resources and extended training opportunities for students.

I. POLICY INITIATIVES

Creative institutional policies can often be beneficial, and even efficient, tools for handling important issues. In its research and review of child care issues, the Committee repeatedly found references to the implementation of institutional policies which helped to create a "family-friendly" environment for workers and students. The Committee recognized that some of these "family-friendly" policies may not be available to The University of Texas because of its status as a public institution, because of ties to federal and state policies (such as federal student financial aid requirements, leave for state employees, etc.), and/or lack of financial resources with which to carry out certain policies. However, in some cases, it may well be that The University can and should take a leadership role in lobbying for changes in these policies. At the least, The University should certainly be in a position to participate in any changes in national and state policies dealing with child care/family issues for workers and students.

1. Current Personnel Policies

The University currently has in place personnel policies which are supportive of child care/family concerns. Dependent coverage is available under medical/dental/accident insurance plans offered to employees and

students. Section 9.32 of the Handbook of Operating Procedures (HOP) allows for a staggered work-day schedule between 7 a.m. and 6 p.m. Section 9.54 of the HOP discusses sick leave for employees and allows this leave to be approved "to cover absences necessitated by personal sickness or injury or pregnancy and confinement of the employee or his or her immediate family." There are also provisions for pro-rated fringe benefits for those working half-time or more for at least four and one-half months. As of September 1988, The University also provides opportunities for employees to pay dependent care expenses with pre-tax dollars as part of Section 125 of the IRS Code.

However, during the public hearings, it was noted that these policies were often not well-understood by employees or supervisors. This resulted in an uneven application of these policies across the campus and the failure of employees, as well as supervisors, to understand which options were available to them. Several examples of this confusion were given including incidents where faculty members understood that they had to find and pay (out of their own pockets) for class coverage while they were on maternity leave. It was also noted that the UT Flexible Benefits Options (allowing for the use of pre-tax dollars for payment relating to child care) were not well understood by many employees on this campus and that educational assistance is needed in order to understand the benefits of this option. Recommendations included increased publicity to employees about their options under the current policies and additional training for supervisors in order to educate them about ways in which these policies can be utilized to help both working parents and supervisors.

2. Revision/Adoption of New Personnel Policies

Even though The University currently has some policies and procedures which address child care needs and family responsibilities, The Committee received strong suggestions that some of the current polices need re-wording or updating. For example, the policy on "flex-time" allowing for normal operating hours to be extended, gives as its rationale the issue of traffic congestion and makes no mention of utilizing this option to address child care/family concerns.

The Committee also found that other institutions were considering and adopting new policies in the area of child care and family responsibilities. Some institutions first approached these issues with a general statement of principles which recognize the needs and the impact of child and family responsibilities on their employees and their students. Then, they committed the institution, within resources, to make efforts to assist their

employees and students in this area. Specific policies dealing with areas such as family leave (paid and unpaid) for both faculty and staff, job-sharing, short-term disability insurance, and increased flexibility in benefit plans were also found.

The Committee found that policy initiatives and education were often used as methods of supporting child care/family responsibility concerns and that these can be fairly low-cost approaches which can provide immediate benefits for a broad group.

J. ON/NEAR SITE CHILD CARE CENTER

The Committee identified many businesses and other institutions of higher education which have established on-site child care centers that they operate themselves or by contract with a private provider. (See discussions in Chapter II, III, and VI of this report.) Information gathered by the Committee indicated that an on-site child care center was the preferred mode of action for many potential users in The University community. The survey conducted by the Committee indicated an expressed need by the respondents for 265 regular day care spaces and up to 1,500 spaces if the response data were extrapolated to the entire university. Surveys of nearby providers revealed that they were operating at or near capacity, and they typically have long waiting lists. Many employees and students indicated that most private providers do not offer some of the extended hours and special services that they need. All of these factors suggested that the Committee should seriously consider an on-site center.

In order to determine if such an operation were possible, the Subcommittee on Finance and Standards was charged with developing an operating **model** of an on-campus child care facility and with preparing a preliminary budget for this facility. The model would reflect the needs expressed for extended and flexible services, incorporate the standards mandated by the Committee, and prove to be self-sufficient in terms of operating costs. This Subcommittee presented information to the entire Committee during its research and its final report was accepted by the Committee as a realistic option. The following Section K, contains the report of the Finance and Standards Subcommittee. This report discusses the process used to develop a model center that would be self-supporting in terms of operational costs.

K. REPORT OF FINANCE AND STANDARDS SUBCOMMITTEE (MODEL CHILD CARE CENTER)

The primary responsibility of this Subcommittee was to develop an *operating model* of an on-campus child care facility and to prepare a preliminary budget. The Subcommittee expected the facility to be one which would satisfy the health and safety standards of the Texas Department of Human Services and the quality standards of the National Association for the Education of Young Children (NAEYC). Satisfying these standards would enable the facility to be licensed by the state and to be accredited by NAEYC. Furthermore, the Subcommittee assumed that The University would provide: a) a facility on a nominal or no cost basis (probably in an existing building for the foreseeable future); b) incur the cost of the necessary renovation and remodeling along with the purchase of equipment and furniture (e.g., desks, chairs, refrigerator, cooking appliances, tables, plates, cups, utensils, etc.); c) be responsible for the construction of an exemplary playground; and d) absorb the annual landlord costs of such items as utilities, insurance, maintenance, accounting, and janitorial services. These costs are not included in the model operating plans and budgets presented in this report.

Throughout the planning and budgeting process, helpful advice and counsel were obtained from a variety of local experts in child care including Carol Armga (Director of The University's Child and Family Laboratory), Rhonda Paver (child care consultant and private provider), Eileen Reed (private provider associated with the Texas School for the Blind), Chris Reid (Director of the Internal Revenue Service's Child Care Center in Austin and former Director of the First English Lutheran Church's Child Development Center), Martha Renfro (Director of University Presbyterian Church's Child Development Center), and Pam Wilder (Executive Director of "The Corner School" of the Texas School Services Foundation). Important budget information was also obtained from the team of Lisa Robinson and James Fisher (Director of the University Student Childcare Association) as well as from reviews of the models and budgets obtained from comparable institutions (e.g., Texas A & M University, Ohio State University, and the University of Massachusetts).

Members of the Subcommittee visited child care centers in Austin that are operated by their sponsoring organizations as well as centers that are run by private providers. After lengthy study and debate, the Subcommittee and the entire membership of the Presidential Ad Hoc Child Care Committee agreed that we should proceed with the development of a child-care model and its related budget under the assumption that The

University, rather than a private provider, would operate the on-campus facility. This assumption gives The University maximum control over the facility and its curriculum and allows for a cooperative arrangement with other university efforts in the area of child care and family programming. However, it must be pointed out that because of the private provider's initial expertise, a carefully drafted contract has some advantages, especially in the start-up years. These advantages basically result from a private provider's expertise in beginning and operating a quality child care facility and The University's inexperience in these areas.

1. Immediate 100 FTE Child Care Center

In order to initiate the modeling and budgeting process, it was necessary to make some assumptions about the number of children to be enrolled, the number of available rooms, the staffing requirements, and the operating schedule. With regard to the number of children enrolled, the model incorporated the concept of full-time equivalency (FTE) as being the maximum number of individual children in the center at any one point in time. The center may actually serve a greater number of individual children than the FTE number indicates.

As an initial starting point, a model was proposed that would *open* with spaces available for 100 children at a time (ranging from ages six weeks to five years) with appropriate administrative, teaching, and support personnel. This model was assumed to be operational for 52 weeks a year from 7 a.m. to 6 p.m. for 100 FTE children. Evening operations until 10 p.m. and 10 hours of week-end programming were also included for a reduced number of children. Appropriate meals and snacks were to be provided. Details of this initial plan and budget were provided to the entire Ad Hoc Committee for review.

The bottom line results of this Immediate 100 FTE plan and budget were not acceptable to the Ad Hoc Committee. For example, this configuration produced an estimated annual loss of approximately $32,000 even with the facility and some routine costs being provided by The University.

However, a review of this plan and budget revealed that it did contain elements which were important to the Ad Hoc Committee. To illustrate, it assumed that the facility would be operated by The University to allow for maximum control over the facility and its curriculum. The extended operating hours and possible flexible schedules reflected the expressed needs of The University community for services not readily available in the local community as well as efficient use of such a facility. The child-to-

teacher ratio incorporated the quality standards which were mandated by the Ad Hoc Committee. Most budgeted amounts for expenses and tuition were in line with those of local providers with the exception of fringe benefits for personnel.

The fringe benefit packages of local child care providers amounts to approximately 11 percent of base pay and usually provides limited or no access to health/medical insurance, paid leave, or retirement programs. The University's fringe benefit package amounts to approximately 25 percent of base pay and provides for such items as health insurance, paid leave, and retirement programs, etc. It was a conscious decision, on the part of the Ad Hoc Committee, to maintain these types of fringe benefits for the full-time personnel in any child care facility associated with The University. Current discussions regarding the critical state of the child care worker profession have pointed out the need to provide these benefits in order to ensure the quality and stability of personnel, an important factor in terms of program liability and risk management.

Thus, a child care facility of this magnitude, with quality standards for student-teacher ratio and adequate benefits for full-time professional workers, is very labor intensive. Labor costs comprised approximately 85 percent of the estimated expenses of the "Immediate 100 FTE" budget. This outcome existed even though salary and wages for lead teachers and teaching assistants were relatively low (e.g., annual salary of $13,390 for a responsible lead teacher, and an hourly rate of $4.50 for a well-educated and, perhaps, experienced teacher's aid).

On the revenue side, the tuition and fees budgeted for The University's facility are comparable with those charged by other providers in the Austin area. For example, the 1990 budget reflects tuition of $310 per month for infants (the Austin range is about $250 - $375) and $280 per month for preschool children (the Austin range is about $225 - $300). The current funding level of approximately $39,100 granted to the University Student Childcare Association by the Student Services Fee Committee as a subsidy for students was held constant. However, it can be noted that this subsidy has increased dramatically over the last five years. Although future revenue enhancements (such as federal assistance for lower income users, grants from private foundations, and support from other business/alumni/community groups) are possible in order to extend services and provide a sliding scale fee structure, these avenues did not seem practical at this juncture. Consequently, the Subcommittee considered alternatives for improving operating efficiency and evaluated a three-year phase-in program.

2. Three-Year Phase-In (122 FTE) Child Care Center

The Subcommittee then proposed a model and operating budget which contained most of the important elements of the first model but incorporated three fundamental changes. First, it was assumed that the initial operations of The University's child care facility would evolve over a three-year period; i.e., six rooms in year one, eight in year two, and ten in year three. Second, it was assumed that more children would be placed in each room, except for the continuation of four infants per room. These two changes combined to produce an estimated enrollment of 62 children in year one, 92 children in year two, and 122 children in year three. Third, it was assumed that lead teachers would be phased in (e.g., three full-time lead teachers in year one, four in year two, and five in year three) and that teacher aids would be paid $4.50 per hour in 1990. The incorporation of these factors still maintained quality standards.

Monthly tuition was assumed to increase by $10 for infants and preschool children enrolled during the day in 1991 and again in 1992. Thus, estimated monthly tuition for infants was $320 and $330 in 1991 and 1992 respectively, while preschool tuition increased to $290 and $300 per month during the same period. The assumed hourly tuition for evening and weekend care was $1.20 in 1990, $1.30 in 1991, and $1.40 in 1992. Salaries and wages were assumed to increase by three percent each year. The net results are budgeted losses in years one ($33,146) and two ($2,095), with an expected profit in year three of $30,306. With proper management, this model should then continue producing profitable results which could assist in further development projects.

A projected budget for this "Phase-In 122 FTE" model is presented in Table 2, page 78 of this report. Other relevant information on assumptions, week-day configurations, and assumed schedules of operations is presented in Tables 3, 4, and 5, pages 79, 80, and 81 of this report.

In sum, it appears that a child care center on The University campus, which incorporates professional standards of quality and extended programming hours, can be self-supporting in terms of its operating budget. This conclusion is highly dependent upon many major assumptions, including The University's absorption of several initial capital costs and landlord expenditures. However, it should also be noted that cost savings are possible by having a large pool of hourly paid lead teachers and teacher aids. This situation would enable the

Director to schedule these individuals for no more than 19 hours per week, thereby reducing the costs of fringe benefits as well as offer some attractive part-time work opportunities for students. In addition, part-time volunteers and work-study students could help reduce labor costs even further. The budget also assumes a strong 100 percent utilization rate, but given the results of the Survey Committee, such utilization seems reasonable. The economic feasibility of a University child care center becomes even stronger if additional grants and entitlements can be secured and if the student subsidy continues in reasonable increments. Such additional revenue sources would help make the facility even more affordable for many students and employees in this model facility.

Table 2
The University of Texas at Austin
Child-Care Center
Estimated Budget
(Phase-In)

	1990 (n = 62) Rooms 1-6	1991 (n= 92) Rooms 1-8	1992 (n = 122) Rooms 1-10
Estimated Revenue			
Tuition[1]-day program	$211,200	$323,040	$442,080
Tuition-evening program	49,920	54,080	58,240
Tuition-weekend program	24,960	27,040	29,120
Enrollment Fees[2]	3,070	4,120	5,170
Student Association Subsidy	39,100	39,100	39,100
Federal Child-Care Food Program	5,000	5,000	5,000
Total estimated revenues	$333,250	$453,380	$578,710
Estimated Expenses			
Director	$24,720	$25,462	$26,225
Assistant Director	18,540	19,096	19,670
Lead Teachers[3]	75,520	104,775	135,837
Teacher Aids or Assistants[4]	101,790	133,910	163,707
Secretary	13,000	13,400	13,800
Cook (full-time)	12,360	12,730	13,112
Cook (part-time)	6,180	6,365	6,556
Fringes (24%)	60,506	75,777	90,937
Total labor	312,616	391,515	469,843
Food	38,580	44,160	58,560
Toys and Equipment	3,600	5,400	6,000
Telephone	2,000	2,000	2,000
Brochures, literature, etc.	1,000	1,000	1,000
Training, workshops, etc.	2,000	2,000	2,000
Supplies, paper, etc.	3,600	5,400	6,000
Licenses, professional fees, etc.	1,000	1,000	1,000
Miscellaneous	2,000	2,000	2,000
Total estimated expenses	366,396	454,475	548,403
Estimated profit (loss)	($33,146)	($2,095)	$30,306

[1]**Tuition Charges**
Infants: $310/mo. in 1990; $320/mo. in 1991; and $330/mo. in 1992.
Others: $280/mo. in 1990; $290/mo. in 1991; and $300/mo. in 1992.
Evenings and weekends: $1.20/hour in 1990; $1.30/hour in 1991; and $1.40/hour in 1992.

[2]**Enrollment Fees**
$35 per full-time child; $10 per evening and weekend child.

[3]**Lead Teachers**
1990: 3 salaried lead teachers at $13,390 each plus hourly employees at $6.18/hour.
1991: 4 salaried lead teachers at $13,792 each plus hourly employees at $6.36/hour.
1992: 5 salaried lead teachers at $14,205 each plus hourly employees at $6.56/hour.

[4]**Teacher Aids**
1990: Several at $4.50/hour.
1991: Several at $4.64/hour.
1992: Several at $4.77/hour.

Table 3
Major Assumptions
Phase-In Budget - Three Years

	Year 1		Year 2		Year 3	
	Number of Children #	Number of Rooms	Number of Children #	Number of Rooms	Number of Children #	Number of Rooms
A. Student Mix						
1. 6 weeks to 12 months	8	2	8	2	8	2
2. 13 months to 24 months	24	2	24	2	24	2
3. 25 months to 36 months	30	2	30	2	30	2
4. 37 months to 48 months			30	2	30	2
5. 49 months and older					30	2
Total enrollment	62	6	92	8	122	10

*Aggressive utilization of classroom space, but still within the maximum standards set by the Texas Department of Human Services and the National Association for the Education of Young Children (NAEYC).

B. Staffing Needs:	Year 1	Year 2	Year 3
1. Lead teachers	5	7	9
2. Teacher aids (max.)	7	9	11

C. Operating hours (52 weeks per year)
1. Weekdays — 7:00 a.m. - 6:00 p.m.
2. Weekday evenings — 6:00 p.m. - 10:00 p.m. (assumes 40 children per evening).
3. Saturday and Sunday — 1:00 p.m. - 6:00 p.m. (assumes 50 children per weekend day).

D. Revenues
1. Estimated monthly tuition per infant (12 months or younger), $310 (1990), $320 (1991), and $330 (1992).
2. Estimated monthly tuition per other children, $280 (1990), $290 (1991), and $300 (1992).
3. Estimated hourly revenue per child during evenings and weekends of $1.20 per hour (1990), $1.30 per hour (1991), and $1.40 per hour (1992).

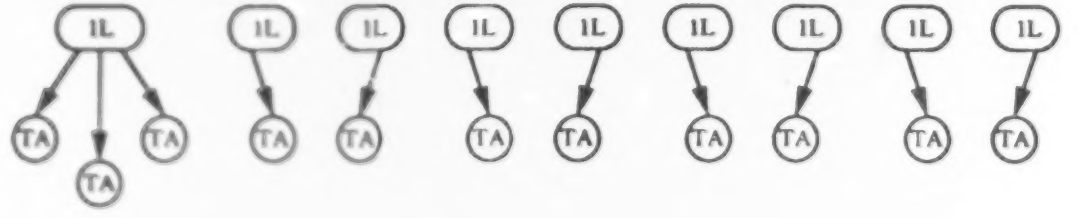
Table 4

The University of Texas at Austin
Child-Care Center
Week-Day Configuration
to Support Preliminary Budget
(Phase-In)

Room #	AGE	NUMBER OF ROOMS	CHILDREN PER ROOM	TOTAL CHILDREN	STAFF*
1 & 2	6 weeks - 12 months	2	4	8	1L, 3TAs
3 & 4	13 months - 24 months	2	12	24	2L, 2TAs
5 & 6	25 months - 36 months	2	15	30	2L, 2TAs
7 & 8	37 months - 48 months	2	15	30	2L, 2TAs
9 & 10	49 months and older	2	15	30	2L, 2TAs
		10		122	9L, 11TAs

ROOMS:

STAFF:



*L = Lead Teacher
TA = Teacher Aid

Table 5

The University of Texas at Austin
Child-Care Center
Assumed Schedule of Operations
to Support Preliminary Budget
(Phase-In)

ROOM SCHEDULE:	#1 and #2		#3 and #4		#5 and #6		#7 and #8		#9 and #10	
	Children	Staff	Children	Staff	Children	Staff	Children	Staff	Children	Staff
7 - 8 am	4	2 TAs	12	1TA	15	1TA	15	1TA	15	1TA
8 - 9 am	8	1L, 3TAs	24	2L, 2TA	30	2L, 2TA	30	2L, 2TA	30	2L, 2TA
9 - 10 am	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
10 - 11 am	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
11 - noon	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
noon - 1 pm	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
1 - 2 pm	↓	↓	↓	2L, 2TA	↓	2L, 3TA	↓	2L, 3TA	↓	2L, 2TA
2 - 3 pm	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
3 - 4 pm	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
4 - 5 pm	4	2TA	12	2TA	15	2TA	15	2TA	15	2TA
5 - 6 pm	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
6 - 7 pm										
7 - 8 pm										
8 - 9 pm										
9 - 10 pm										

4 - HOUR EVENING PROGRAM
40 Children, 2 TAs and 1 Lead Teacher

WEEKEND SCHEDULE:

Saturday	1 - 6 pm	50 Children,	2 TAs; 1 Lead Teacher
Sunday	1 - 6 pm	50 Children,	2 TAs; 1 Lead Teacher

L = Lead Teacher
TA = Teacher Aid

VI. DISCUSSION AND SUMMARY OF CONCLUSIONS

A. EXTERNAL FACTORS

When the Committee first considered carrying out a comprehensive review of child care concerns at The University of Texas at Austin, there was a tacit assumption that we all knew that child care was important. It seemed that it was just a matter of determining the specific areas of current needs for the various constituencies of The University community. However, as the Committee studied the issue of child care, it became increasingly aware of the relationship between the needs of members of The University community and the changing patterns in society as a whole. As a result of this review of external factors and trends, the Committee reached the following conclusions:

1. The President's Ad Hoc Committee on Child Care concludes that any effective and efficient approach to the issue of child care MUST encompass issues larger than just preschool care for children, including elements directed at care for school-aged children, parenting concerns, and other family responsibilities involving dependent children as well as enhancement of community services and resources in this area.

Preschool child care is just a major symptom of the changing patterns in American society and work force profiles. The real issue is the recognition that family life and responsibilities have a critical impact upon the work life of employees and the educational life of students with dependents. In order to remain competitive and efficient, employers and institutions of higher education must be responsive to the needs of employees and students with dependents who can no longer count on traditional sources of child care and/or the handling of other family responsibilities. This premise was supported by the American Council of Education when it urged colleges and universities to think about policies, procedures, and programs that support and encourage families in the broadest sense.

2. It has fallen to employees and their employers to handle these situations on an *ad hoc* basis while the national debate continues.

Although there are currently national discussions, and even some congressional actions, which attempt to address the issues arising from

changing work force patterns, there are currently no clearly defined national policies that provide leadership and financial assistance in these areas, especially for child care/family responsibilities.

3. Employers need to be in a position to take advantage of some future national initiatives (especially those where some indirect funds might be captured) and be prepared to react quickly to other aspects of this type of legislation.

Although federal and state legislation regarding policies, guidelines, and funding on issues relating to child care and working families are still in a rather nebulous state, it is clear that in the next several years, and certainly within this decade, these legislative bodies will solidify some important initiatives and will very likely provide indirect and direct funding. There is also the possibility that some mandatory requirements, especially in the area of family leave, will be imposed on employers.

4. It is predicted that child care issues will be viewed as THE employee benefit of the 1990s.

Private businesses have ascertained that, in order to maintain a competitive work force, they must be attentive to changing work force patterns. They have started to institute a variety of responses in terms of benefits, work patterns, working conditions, employer-sponsored child care options, and policies and practices which allow for the incorporation of family responsibilities into the work place. Prudent employers will create plans which allow for appropriate developments in the areas of child care and family responsibilities.

5. Many business and corporate leaders have not only recognized the needs of their employees but also have come to realize that they have a leadership role to perform in providing solutions to these child care and family issues in the community. They are lending their influence and resources by forming public/private sector initiatives within their own communities. Certainly, public universities have a similar, if not even more important, role and duty in these community outreach efforts.

These leaders acknowledge that the kind of attention and care being given to children and families is shaping the generations of tomorrow. They note that working families with problems such as child care, substance abuse, parenting, and elder care are being stressed to the point that they can no

longer be either effective workers, effective parents, or effective citizens of our society.

6. The question of employer sensitivity to child care and family responsibilities issues has proven to be one of the major concerns of new faculty across the nation.

Institutions of higher education are not immune to these changing work force patterns. Females constitute approximately 35 percent of recent doctoral recipients. National predictions of faculty shortages have already been felt in critical areas and these shortages will increase the demands on higher educational institutions to be competitive in the area of faculty recruitment and retention.

7. In order to address the work force needs of the next decade, institutions must assist students with dependents in ways that allow them to gain an education and enter the work force.

Students with dependents (often single parents) usually carry the roles of wage earner and parent in addition to that of student. These students find that the policies, procedures, and support systems of many institutions of higher education are geared to the traditional single student and provide little assistance to them and, in some cases, act as real institutional barriers to their educational attainment.

B. THE UNIVERSITY OF TEXAS AT AUSTIN

Through the public hearings, the survey, as well as personal contacts made by Committee members, the Committee gained extensive knowledge regarding the needs of The University community. These needs are well-summarized in the "Report of the Survey Subcommittee" found in Chapter IV, Section B. As a result of this extensive review, the Committee reached some general conclusions regarding needs for child care and family services at The University of Texas at Austin.

1. The Committee concludes that the national and state demographic figures and predictions on the changing work force patterns also exist at The University along as do the concomitant implications they bring in terms of child care and family responsibilities.

Work force profile information for The University of Texas at Austin as of Fall 1989, reveals that 41.2 percent of all employees (Full/Part-Time Faculty, Staff, Teaching Assistants, Assistant Instructors) are females. In the past several years, approximately 35 percent of all new faculty hires have been females.

More that 80 percent of those responding to the Committee's survey felt that a child care program at The University would be helpful in recruiting or retaining students, staff and faculty. Forty-eight percent of those responding to the Committee's survey were male. Over 60 percent of the faculty respondents were male. These responses reflect the fact that child care and family responsibilities are impacting people, not just females.

2. The Committee concludes that a child care and family services program would be well-accepted on this campus, even by those who do not have a direct interest in these services.

Although a handful of the survey respondents felt that The University had no business dealing with child care issues, more than 75 percent felt that The University should offer child care services and more than 80 percent felt that it would be helpful in recruitment and retention of employees and students.

3) The Committee concludes that a comprehensive approach to child care and family services, including the establishment of an on-site child care center, would not be in competition with private providers. In fact, the inclusion of a strong resource and referral program would assist these providers in efficiently handling referrals. Programmatic efforts by The University to stimulate and develop community resources in child care would complement the efforts of these outside providers as well as enhance the profession of child care.

Surveys of nearby child care providers have shown that they are operating at almost full capacity and have long waiting lists. Availability of infant care is almost nonexistent. Additionally, these current providers have almost no programs or facilities which meet the need for flexible or part-time programs or extended evening/week-end hours which were often cited as a critical need by students and some faculty and staff.

4. The Committee concludes that there is a sizeable need for direct child care services (on-site center) by members of The University community and that these services would be well-utilized if offered, even at market rates.

As expected, low cost child care was cited as a primary concern in the survey. However, following very closely was the need for full-day child care and summer and school holiday programs. If The University offered direct child care services, respondents with children indicated that they would use regular day care for 265 children, holiday/summer care for 264 children, and flexible (drop-in) evening care for 256 children.

5. The Committee concludes, however, that it is not possible or desirable to devise a direct service (on-site center) program which totally meets the actual expressed needs of the respondents or the estimated needs.

Based on extrapolations from the sample data, there was an estimated possible need for up to 1,500 regular day care spaces when considering the total University population with children. The Committee could not envision such a large on-site child care center as being either financially feasible or even desirable from an educational standpoint.

6. The Committee concludes that an effective and efficient approach to child care on this campus must include direct services (on-site center) and indirect services (resource and referral, family programming, community development, etc.).

Many survey respondents indicated strong needs beyond that of direct care for preschool children such as after-school and summer/holiday programming for school-age children, sick-child care, parenting seminars and networking, family counseling, and services for children with special needs.

C DESIRABLE OPTIONS

Other peer institutions of higher education have been or are beginning to deal seriously with the problems of child care and family responsibilities for faculty, staff, and students. Although no one model was found which would meet the total needs of The University of Texas at Austin, many of these services and programming ideas were deemed potentially useful in

planning and developing a comprehensive, effective, and practical approach for The University of Texas at Austin.

1. The Committee concludes that an on-site child care center would greatly assist in meeting the expressed needs of The University community and could be operationally self-supporting.

As discussed at length elsewhere in this report, child care availability for preschool children, especially infants, is almost nonexistent in The University area and survey respondents have indicated that they would actually use such services if offered. The report of the Standards and Finance Subcommittee presented a model child care operation which contains the quality standards mandated by the Committee along with an operating budget which could be self-sufficient.

2. The Committee concludes that it would be within the purview of The University to provide, at a nominal cost, physical facilities and maintenance services for an on/near-site child care center with the operating cost being paid by user fees and/or other outside sources.

The Committee found many examples of other public colleges and universities in Texas, as well as in other states, which provide space and services for direct child care services with operating costs paid by user fees.

3. The Committee concludes that an on-site child care center should begin as a pilot project with planned incremental stages of expansion.

Institutions with large child care centers have developed these centers over a period of years, indicating that any on-site child care center needs to begin with a pilot project implemented in stages that facilitate expansion.

4. The Committee concludes that The University has the expertise and the existing resources to administer an on-site child care center and that this is the preferred option.

The Committee's review of other institutions of higher education with on- or near-site child care centers revealed that some enlisted with independent contractors to provide these services while others operate

such centers themselves. After reviewing a variety of factors, the Committee concludes that it would be advantageous for The University of Texas at Austin to operate its own child care center and that The University has the expertise and existing resources to do so. The Committee strongly feels that this in-house administration is preferable for a number of important reasons. Any such center will be closely identified with The University and will be expected to maintain the highest of standards. Internal administration of its own center gives The University maximum control over the facility, its staff, and curriculum and allows The University to use some of its own expertise and benefits in order to assure high standards. This type of arrangement also allows for maximum interaction with other efforts in the area of child care and family services that are being proposed by the Committee. Finally, from its review of the issues of liability and risk management, the Committee found that using an independent contractor would not insulate the institution from liability for a child care center and that maintaining a stable professional staff would be a benefit in terms of risk management. The Committee feels that the advantages of being an employee of The University would help attract and maintain a quality professional staff in the center.

5. The Committee concludes that a program of indirect services must be instituted in order to meet the expressed needs of The University community and to place The University in a position of addressing, in a comprehensive and effective manner, the issues associated with child care and family responsibilities.

Many institutions with on-site child care centers are expanding their programs through resource and referral efforts, the creation of parenting and family programming, the development of community resources for child care, and funding enhancement. The Committee concludes that these types of programs have to be an integral part of any effort to address the child care/family responsibility issue on this campus in order to have the broadest and most economical impact.

6. Recognizing The University's inability to assist in subsidizing the cost of sick-child care, and the availability of community resources for sick-child care, the Committee concludes that The University should not become involved in the operation of a sick-child care center. However, the Committee feels there are some activities in terms of resource and referral, general well-child programming, and increased University

sensitivity to family emergencies that could be realistically undertaken.

The operation of a center for mildly-ill children is complex and expensive. The University can not provide subsidies, at this point, for the actual cost of such an operation nor has it the inherent expertise to implement such a center. Community resources do exist which can assist in the care of mildly-ill children and The University does need to be in a position to refer people to these resources. It is recognized, however, that this does little to assist in the high cost of this kind of care.

7) The Committee concludes that, for the near future, the operation of the Child and Family Laboratory (CFL) should not merge with any on-site child care center and/or administrative programming for child care and family services.

The primary mission of the CFL is that of research and training with limited child care being only a by-product of their activities. After reviewing this mission and comparing it to the needs for child care services on this campus, the Committee was extremely hesitant about combining the overwhelming demands for child care and family services with the CFL at this point and concluded that the eventual recommendations proposed should be independent of the CFL.

However, it was also determined that there were mutually beneficial ways in which these two efforts could be linked. For example, an on-site facility and the CFL could be eventually located near one another and possibly share some common physical space as well as other resources such as staff and supplies. In addition, the expertise of the CFL could be called upon to assist in program development for an on-site center and/or family programming. In turn, these areas might provide some additional training opportunities for the CFL.

8) The Committee concludes that institutional policies which affect employees and students with child care and family responsibilities should be reviewed or initiated.

Many institutions and businesses are addressing the needs of employees and students with child care and family responsibilities through their personnel or student policies which deal with such areas as faculty and staff leave, flex-time, admission, financial aid standards, etc. and the Committee concludes that these are potentially useful tools.

In sum, a critical need exists at The University of Texas at Austin for a program which addresses the child care and family responsibilities of its employees and its students with dependents. This need is a mirror reflection of society at large and the American work place.

Although preschool child care is a major symptom of the needs of working families and students with dependents, the real issue is the recognition of the impact of family life and responsibilities on employees and students in the work place and educational environment. Institutions must address these needs in a comprehensive manner in order to be truly efficient and effective.

No one model exists which meets the needs of The University of Texas at Austin. In order to meet these needs, a carefully planned program must be developed that contains components which start to address the needs of a diverse population with direct and indirect services.

The real challenge is to provide the broadest range of service possible in an efficient manner and to place The University in a position to be able to respond to the needs of the 1990s and any future legislative actions.

VII. RECOMMENDATIONS

The President's charge to the Committee asked for a "comprehensive review" of the child care needs and requirements of The University community. In keeping with this comprehensive review was the acknowledgement of the comprehensive mission of The University (teaching, research, and service) and the multiple roles it plays to enact this mission (provider of education to students, major employer, leader, and model institution). Having conducted an exhaustive study on the needs, options, and resources surrounding child care issues at The University of Texas at Austin, the President's Ad Hoc Committee on Child Care respectfully puts forth the following recommendations.

GENERAL RECOMMENDATIONS

1) **The University of Texas at Austin should acknowledge, through policy and programmatic efforts, that the family life of employees and students with dependents has a major impact upon their work lives and educational experiences.**

2) **The University of Texas at Austin should implement a well-planned and well-organized program that addresses the child care and family responsibilities of its employees (faculty and staff) and its students with dependents and, secondarily, assists in creating and fostering the development of community programs dealing with child care issues.**

3) **The University should take advantage of its existing internal educational resources whenever possible in order to enhance its child care/family programming as well as to extend the educational and research aspects of its mission.**

4) **This program should contain a multi-pronged approach which combines both direct and indirect child care services and family responsibility components in order to provide the broadest coverage possible within available resources.**

5) **This approach should contain three components: the establishment and support of a child care/family programming office; the provision of on-site child care for employees and students; and the use of personnel and other types of policies to address child care/family responsibility issues.**

The ability of The University to provide the broadest coverage, within limited resources, is dependent on a multi-pronged approach. The establishment of one component of this plan without the others will create an imbalance which will result in ineffective and short-sighted services.

SPECIFIC RECOMMENDATIONS

1) The Committee recommends an Office of Child Care and Family Services be established at The University of Texas at Austin.

The Office of Child Care and Family Services should have the overall responsibility for the development and implementation of a comprehensive child care and family support services program for faculty, staff, and students at The University of Texas at Austin. This office would be structured:

a. to assist in the development and establishment of an on-site child care center and to provide on-going supervision of the Director of that center.

b. to create and maintain a resource and referral program of child care and family services on campus and in the community to assist faculty, staff, and students in locating direct services for child care, summer/holiday care, sick-child care, and special needs.

c. to develop and implement educational and referral programs which assist employees and students with parenting concerns, child care education, and family responsibilities with special attention to the use of internal resources on this campus.

d. to develop and supervise the establishment of summer/holiday programs on campus for school-age children of The University community with special attention to the use of existing resources on this campus.

e. to act as a campus resource for the coordination, dissemination, and presentation of the expertise available at The University with regard to child care and family issues.

f. to initiate policy development related to child care/family responsibility issues and to assist in interpretation of policy as needed.

g. to work with appropriate community groups and agencies as well as internal sources to stimulate child care quality options in the community and in the profession.

h. to devise programs of fund enhancement for child care and family services on this campus, including entitlement funds for low-income users of the campus child care center.

i. to monitor current developments in the area of child care/family issues for employees and students and to bring relevant issues to the attention of appropriate campus officials.

j. to determine program fiscal requirements, prepare budgetary recommendations, monitor, verify, and reconcile expenditures.

k. prepare reports and analyses setting forth progress, trends, and appropriate recommendations or conclusions about child care/family responsibilities activities.

l. to explore long range options for meeting child care/family responsibilities needs of faculty, staff, and students on this campus. Maintain current files on child care/family responsibilities issues.

It is recommended that this office use the report and files of the President's Ad Hoc Committee on Child Care as source documents in the undertaking of these responsibilities. It is anticipated that this office would receive adequate financial support from The University to carry out these primary duties and that the sources of funds would not come from user fees but would be part of an over-all effort directed at personnel and educational support services.

The Committee envisions that the Office of Child Care and Family Services would be staffed by a full-time director, a research associate (who, among other duties, would develop and maintain a resource and referral data base system), and a full-time office support position. The Committee agrees that the Director of the University Child Care Center should report to the Director of the Office of Child Care and Family Services. In turn, given the comprehensive nature of this office (auxiliary and educational support services for faculty, staff, and students), the Committee recommends that the Director of the Office of Child Care and Family Services report to the Vice President for Administration.

Rationale: Although preschool child care for employees and students with dependents is a major need for members of The University community, other major needs also exist which must be addressed in a comprehensive and coordinated fashion in order to make the best use of internal resources and to provide the broadest coverage in the most efficient and effective manner. The University must be in a position to approach the predicted developments in this area in the 1990s in order to plan and use resources as well as to maintain its leadership role. This can best be accomplished by the proposed programmatic effort. The fiscal and administrative support of this program is in keeping with other personnel and educational environment services provided by The University to its employees and students.

2) The Committee recommends a pilot on/near-site Child Care Center be established at The University of Texas at Austin which has expansion capabilities at the pilot site and in possible satellite areas of the campus.

In Chapter V, Section K of this report, the report of the Finance and Standards Subcommittee was presented. This Subcommittee developed an operating model of an on-campus child care facility and prepared a preliminary operating budget. Incorporated in this process were several assumptions. First, any University-sanctioned child care facility must not only meet the minimum state standards but also the standards of child development organizations such as the National Association for the Education of Young Children (NAEYC) in order to be associated with The University. Second, the direct operating costs of such a Center must be funded by user fees and/or revenue sources outside of The University. Third, that The University would contribute a site(s), renovation/furnishing costs, and annual landlord costs at a nominal fee.

Fourth, that the capacity of this pilot center would be fairly limited with any expansion plans also limited at this site. Further expansion would be directed at satellite centers. The Committee concludes that it would be feasible, depending upon certain variables, to implement a quality, operationally self-supporting child care facility at The University and recommends the model proposed.

Operation of Facility

The Committee recommends that the proposed on/near-site child care facility should be operated by The University as an auxiliary enterprise as opposed to providing a site and contracting with a private provider to operate a center. The Committee feels that it is important for The University to maintain maximum control over the facility and its curriculum in order to assure quality standards and to provide a model facility which would contribute to the standards of the child care profession. This facility needs to contain scheduling components (such as extended evening/weekend hours and some flexible schedule plans) which are not usually offered by private providers. The University's operation of this center would also allow for maximum interaction between other components of the Committee's recommended programs for child care/family services such as educational programming for parents and families, resource and referral services, cooperation with the Child and Family Development Laboratory, the use of the center for extended training sites for other areas of The University, the support of low-income users through entitlement/private funding, and the support of student users from student fee sources. Although a carefully drafted contract with a private provider has some attraction because of the private provider's initial expertise, this expertise needs to be developed on this campus in order to prepare The University to handle the entire question of child care/family responsibilities in the upcoming decade.

Facility Site(s)

During the course of the Committee's review, many suggested sites, involving both new construction and renovation, were proposed and considered. References to these sites have been made in the body of this report. The Committee set some parameters which they feel are important. First, the Committee feels that a pilot project involving the use of a renovated facility for a child care center would allow The University an opportunity to become experienced in this type of operation without the major commitment of funds that new construction would demand. Secondly, the Committee wishes to establish a "hub" center with a fairly

limited enrollment and some expansion capacity. Future or concurrent efforts for growth would be directed at satellite centers on campus or at other University locations such as BRC, Family Student Housing, etc. Third, it seems imperative that this initial site be located on or very near to the main campus for accessibility to the greatest number of users and within traffic patterns which would allow for vehicle accessibility.

The Committee found there were several sites which might meet these parameters. One of the most desirable was the Educational Annex (Old University Junior High Building) because of its accessibility to the main campus and traffic flow patterns, the quality of the building and green space, its expansion capabilities, and the possibility of placing the Child and Family Laboratory in an adjacent area thereby allowing for some shared resources. However, the Committee chose not to make a definitive recommendation on a specific site because of factors which were not currently in their control such as any facility master plans being considered by The University.

Consequently, it is impossible for the Committee to draw up a definitive schedule of renovation and on-going landlord costs which would be associated with the establishment of this proposed hub child care facility although a general range for renovation/furnishings of the proposed model would be between $100,000 to $150,000 with annual landlord costs of approximately $15,000 to $20,000. The Committee realizes that these kinds of general estimates are unsatisfactory, but feels that more specific comments would be premature until further direction is given. A majority of the Committee members have volunteered to serve as a resource panel for determining exact and direct facility costs when site options can be narrowed.

Future or concurrent expansions to satellite centers (possibly smaller centers of one to three rooms operated under the umbrella operation of the hub center) should take into account locations strategically placed in terms of potential usage and other needs. Although these smaller centers may be located in areas associated with one college or school, the enrollment should be open to all members of The University community.

Fees/Entry

It is obvious to the Committee that any feasible pilot child care facility has severe limitation in terms of capacity and in terms of affordable below market rates thereby raising questions as to enrollment policies and fees for lower income users. Although any eventual specific policies and

procedures for entry and fees should be set under the direction of a child care professional (perhaps with the consultation of an advisory board), the Committee feels that some basic principles and limitations could be enunciated. First, the proposed model's operating budget provides quality child care at market rates in the Austin area. This does not meet the expressed need and concern for the difficulty in paying for child care. However, this is not a limitation that can be easily overcome as The University can not subsidize these types of operating costs. Even when private providers are allowed to lease state-owned facilities at a nominal cost, their fees fall within market rates. A sliding scale fee structure (in which the more affluent users essentially subsidize lower income users) seems as if it would place the higher rates outside of the local market norm. Thus, the Committee proposes the market rate fees for the model center. Further proposals include the implementation of mechanisms within its own child care services operation to seek funds for low income users. However, student services fee money could be requested, as has been done in the past, to assist in providing lower costs for students using the center.

Enrollment in the facility would be limited to the dependents of University employees and students. Enrollment would be guaranteed on a continuing bases once entry had been gained (in order to assure stability for the child) with sibling priority for family continuity. An equitable number of spaces would be allotted to faculty, staff, and students. Enrollment could be determined by some fair mechanism such as a drawing from a list of applicants.

The Committee envisions that the current operation of the University Student Childcare Association would be incorporated into this facility and that the Student Services Fee Committee would be approached for the current funding that is going to the USCA. The USCA has been well-represented on this Committee and should continue to be consulted as these plans are considered.

Rationale: The availability of preschool Child Care is almost nonexistent within a mile radius of The University campus and is often difficult to locate throughout Austin. The Committee's own survey showed a possible usage of over 265 slots for regular day care and extrapolated data indicated even a greater need (estimated 1,500 slots). Private providers offer little in terms of evening/weekend hours and flexibly scheduled daytime plans that many members of The University need. Although The University can not meet all of the demands suggested, a child care facility on this campus would assist in meeting some of this demand, provide

special services not usually available in the private community and would not be in competition with the private community. A center operated by The University would allow for an effective combination of direct services with indirect services/programming in the area of child care and family responsibilities on this campus and permit The University to gain experience in the operation of such a facility in order to meet the growing demands of the 1990s. This facility would provide both a real service for unmet needs and stand as a symbol of The University's sensitivity to this concern for its employees and students as well as a leadership model for other employers and institutions. This facility is an integral part of the overall approach to meeting the child care and family responsibilities crises of the next decade.

3) The Committee recommends The University of Texas at Austin develop policies which acknowledge the impact of child care/family responsibilities on its employees and students with dependents.

General Policy

The University should adopt a general policy which is supportive of child care/family responsibilities of its faculty, staff, and students. The policy should include references to the recognition of the impact of child care/family responsibilities on the work life of employees and the educational environment for students with dependents. It should commit The University, within the limits of its resources, to making special efforts to assist faculty, staff, and students in meeting not only their child care needs but their family responsibilities.

Specific Policies

During the course of the Committee's review, many suggestions came forth regarding problem areas and situations for employees and students with dependents which might be eased by new or restated policy statements.

In the Fall of 1989, The Faculty Senate's Family Leave Committee presented the results of their review with final recommendations being approved by The University Council on September 18, 1989, and sent to the President for consideration. (See Appendix D.) The President's Ad Hoc Committee supports these recommendations and encourages The University to actively pursue them.

The Committee recommends that the current personnel policies of The University be examined in order to identify areas in which further elaboration is needed to support employees with dependents. For example, it is recommended that Section 9.32 of The Handbook of Operating Procedures regarding work schedules be rewritten. As currently stated, work hours may be staggered between 7 a.m. and 6 p.m. in order to handle traffic congestion problems. At the least, reference should be made in this policy regarding its use in meeting the needs of employees with dependents. It is recommended that even further thought be given to other ways in which flex-time policies could be used to ease dependent responsibilities.

In addition, policies and procedures which allow for more standardized part-time work and/or actual job-sharing should be examined in order to incorporate the needs of employees with dependents when possible and appropriate for the area. Although maternity and family leave policies are linked with legislative directives for state employees, these policies should be monitored, even at the state level, for possible improvements. Information from both the Committee's and the Faculty Senate's review point to a strong need for information on current policies which impact employees with dependent care needs. Many instances were cited in which conflicting information or unequal application of policies created difficulties. The Committee also recommends that The University systematically provide training for supervisors, Deans, Department Chairs, Directors, and other administrators on the issues and policies associated with child care and family responsibilities. These policies should be publicized.

Students with dependents also identified policy and procedure issues which might ease some of their child and family responsibility difficulties. They acknowledge that some of these are linked with federal or state guidelines (such as certain financial aid rules which do not take into account dependents or a high number of courses for full-time status) but feel that The University should lend its weight to ask for a review of these guidelines. The students also ask for a policy that would encourage an atmosphere which is friendly to students with dependents. In terms of procedures, students ask for assistance with financial aid information by the designation of several current financial aid counselors as having expertise in financial aid benefits for students with dependents; creation of a family room in the Texas Union; and establishment of a method by which to identify students with dependents. The Committee supports these policies and procedure initiatives and recommends that The University actively pursue their implementation.

The Committee recommends that the Office of Child Care and Family Services be charged with a review of current and possible policies and procedures for both employees and students with dependents in order to insure that these are as supportive as possible, within available resources.

Rationale: Institutional policies and procedures reflect the values and principles of the institution as well as the practical ways in which these will be implemented and can often provide economical, yet beneficial methods of dealing with child care and family responsibility issues.

VIII. SUMMARY

In response to the charge issued by the President of The University of Texas at Austin, the President's Ad Hoc Committee on Child Care has carried out a comprehensive examination of the child care needs and requirements of The University community, assessed the various courses of action that are available to The University, and recommended appropriate actions that The University might take to respond in a meaningful and effective way to these child care matters. The review conducted and the recommendations made constitute the report of the Committee which is contained in this document.

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APPENDICES

APPENDIX A
LETTERS OF CHARGE, (MAY, JULY, 1988).

OFFICE OF THE PRESIDENT
THE UNIVERSITY OF TEXAS AT AUSTIN
P.O. Box T · Austin, Texas 78713-7389

EQUAL EMPLOYMENT OPPORTUNITY OFFICE
U. T. AUSTIN
MAY 5 1988
Refer to_____
Handle_____ Read & Return_____

May 4, 1988

MEMORANDUM

TO: Ms. Sarita E. Brown
Dr. James W. Deitrick
Ms. Mitzi Dreher
Dr. Joe Frost
Dr. Harold Grotevant
Mr. Clemith Houston
Dr. Sharon Justice
Ms. Marsha Moss
Dr. Martha S. Williams

FROM: William H. Cunningham

I write to ask you to serve on an ad hoc Presidential committee to conduct a comprehensive examination of the child care needs and requirements of The University community, to assess the various courses of action that are available to The University, and to recommend the appropriate action that The University might take to respond in a meaningful and effective way to these child care matters. Dr. Peggy A. Kruger has agreed to chair this important committee. Five students nominated by the Students' Association will also be asked to serve. Staff assistance for the committee will be coordinated through the Office of the President.

Among the several issues the committee should consider are:

* the demand for child care services within the several components of The University community, the students, the faculty, and the staff;

* the location of services;

* the programmatic focus of services desired, e.g., well care and sick care, age group services, and the hours of services needed (full-time, part-time, after school day care, drop-in);

* the nature and scope of services available at other peer institutions and within the Austin community, including the efforts of the Working Group on Child Care in the Capitol Complex;

* the several provider options and associated regulatory requirements, University-managed facilities, private contractors, broker system, private sector information resource and referrals;

* the provider risk and liability issues; and

* a priority ranking for the broad categories of child care services recommended and a cost assessment for each of these individual services.

Given the diversity of The University community, a range of services and a corresponding range of costs may emerge as the desirable strategy to provide the best possible child care within available resources. The committee should anticipate that all operating costs for child care services must be paid by the users.

I believe it is important for The University to conduct a comprehensive assessment of the full range of child care issues within The University and to develop an effective strategy to respond to them. Please let me know whether or not you will be able to accept this assignment.

WHC:mk
cc: Dr. Ronald M. Brown
Dr. Peggy A. Kruger

OFFICE OF THE PRESIDENT

THE UNIVERSITY OF TEXAS AT AUSTIN

P.O. Box T · Austin, Texas 78713-7389

July 25, 1988

MEMORANDUM

TO: Members of the ad hoc Presidential Committee on Child Care

FROM: William H. Cunningham

SUBJECT: Charge to the Committee

I write to thank you for agreeing to serve as members of the ad hoc Presidential Committee on Child Care. As I indicated in my earlier memorandum, this committee is charged with conducting a comprehensive examination of the child care needs and requirements of The University community encompassing students, staff, and faculty to seriously review and assess the various courses of action available and, then, to recommend appropriate possible action that The University might take in this area.

This is indeed an important issue. It is my hope that the committee's efforts will result in specific, detailed recommendations for a variety of practical, effective responses to the child care needs of our campus which might serve as planning and implementation guidelines. It would be helpful to have your report with detailed assessments and priority recommendations for initial review by February 15, 1989. The significant elements of cost assessments and available resources should be included in this report. As I indicated in my previous memorandum, the committee should anticipate that all operation costs for child care services must be paid by the users.

Attached is a brief outline of subject areas and questions that the committee might wish to address. Of course, we are depending on your expertise and careful consideration to add to, delete from, and otherwise modify this list according to your own deliberations.

Your willingness to undertake this difficult study is greatly appreciated.

WHC:mk
Attachment

AREAS OF CONCERN AND QUESTIONS FOR REVIEW
BY THE AD HOC PRESIDENTIAL COMMITTEE ON CHILD CARE

I. Specific Definitions of Needs

A. What are the specific desires and needs for child care by University students, staff, and faculty? What kinds of differences exist in terms of needs and possible resources among student, staff, and faculty and even within these groups?

B. How many students, staff, and faculty have dependent children? What are the ages of these children? How many are currently in regular child care (pre-school, after school, summer/vacation)? What improvements are necessary? What kinds of child care, locations, and flexibility are needed?

C. What current private facilities are being used? What is the cost to users? What improvements could be made?

D. What up-to-date surveys/studies exist which specifically address UT students, staff, and faculty in terms of numbers of users of child care services, types, hours available, and location of services desired?

E. What are the different needs of students? Do they need full-time, part-time, flex-time, drop-in, after-hours, near-campus, near-student housing? What are their resources? Can student services fees help fund student child care efforts? What about cooperatives? Are there year-round needs?

F. Do faculty and staff have the same needs in terms of full-time, year-round coverage? Do faculty want more options on part-time possibilities?

G. What kinds of coverage are needed by staff? Are on- or near-campus locations desirable? Why would this be better than utilizing current services available outside UT?

H. How important are programmatic needs such as well/sick child care and after-school/holiday/summer vacation child care?

II. Other Services/Models Available

A. What models are available nationally in terms of other public institutions of higher education and child care offerings for students, staff, and faculty? What models are available in Austin in terms of other public institutions (state, county, city)?

B. What services for child care are available near The University? How are they being used? How could they be improved? What is missing? How would it impact these services if UT started to compete with them? Are any cooperative arrangements possible? Can UT offer any consultative services from its educational programs to these other providers?

C. What consultative services on this issue are available within The University and the Austin communities?

D. What do these models provide that would be possible for The University? What would be difficult?

III. UT Role in Child Care

A. What role can UT play in terms of child care offerings? What is the range of resources that can be provided?

B. What are the unique assets that UT brings to these issues?

C. What is The University's role as a direct provider of services and as a provider of space (but not services)?

D. How involved should The University become as a direct provider of child care?

E. If on- or near-site child care is recommended, what issues must be considered? What would be the location (central and/or satellites)? Who would govern? Who would administer? Would there be a variety/combination for on-site locations? What would the costs be?

F. How much risk and liability associated with child care should The University be expected to accept? How should The University manage this risk?

G. Should sick child care be provided? What are the issues, possibilities, and costs?

H. Should after-hours, after-school, and summer care for school-age children be provided? What are the issues, possibilities, and costs?

IV. Costs/Resources

A. The primary question relates to financial considerations? What are the actual costs involved?

B. Given that operating costs for child care services must be paid by users, what are the resources needed/available from the users?

APPENDIX B
SOME HIGHER EDUCATION INSTITUTIONS' CHILD CARE ACTIVITIES/PROGRAMS

SOME HIGHER EDUCATION INSTITUTIONS' CHILD CARE ACTIVITIES/PROGRAMS*

INSTITUTION	PROGRAMS FOCUS	POPULATION SERVED	UNIVERSITY INVOLVEMENT	FUNDING	COMMENTS	FUTURE PLANS
UT AUSTIN	UNIVERSITY STUDENT CHILDCARE ASSOCIATION: PART-TIME PROGRAM 3-10, M-F, FLEXIBLE, HOURLY COST $1.10, USUALLY 15-30 PER DAY	STUDENTS	SOME STUDENT FEES FUND, BOARD W/SOME UNIVERSITY REPS, LOCATED ON CAMPUS	STUDENT FEES CONTRIBUTE ($39,100) IN 1989-90. UNIVERSITY PROVIDES FACILITY. USER FEES		PRESIDENT'S CHILD CARE COMMITTEE REVIEWING FACULTY, STAFF, STUDENT NEEDS TO MAKE RECOMMENDATIONS
	SOME MINIMAL REFERRAL LISTS AVAILABLE AT PERSONNEL/ DEAN OF STUDENTS OFFICE	FACULTY STAFF STUDENTS	ADMINISTRATIVE	BY UNIVERSITY		
	UNIVERSITY CHILD DEVELOPMENT LAB SERVES 80 PART-TIME ONLY. MAIN MISSION IS RESEARCH AND TRAINING	OPEN TO UNIVERSITY AND COMMUNITY (EXTENSIVE WAITING LIST)	THRU CHILD/FAMILY DEVELOPMENT PROGRAM IN HOME ECONOMICS (NEAR CAMPUS)	TUITION AND RESEARCH/ EDUCATION FUNDS		
UNIVERSITY OF MASS. AT AMHERST	HUMAN DEVELOPMENT LAB SCHOOL 2 MONTH-5 YEARS MORNING/AFTERNOON PROGRAMS-62 CHILDREN PART-TIME	OPEN TO COMMUNITY	TEACHER TRAINING	TUITION/ RESEARCH & EDUCATION FUNDS		
	UNIVERSITY CHILD CARE SYSTEM: 85 CHILDREN (15 MO - 5) 2 SITES-8:15-5:15 (51 WEEKS A YEAR)	FACULTY/ STAFF/STUDENTS (1/3 GRAD STUDENTS; 1/3 UNDERGRADS; 1/3 FACULTY/STAFF)	NEAR UNIVERSITY SEEMS TO BE SOME FUNDING & ADMINISTRATIVELY CONNECTED WITH U. OF MASS	SLIDING SCALE FEES, TITLE XX, STUDENT TUITION VOUCHERS	EXTENSIVE WAITING LIST	
	WALDEN LEARNING CENTER (PART-TIME)		PSYCHOLOGY DEPARTMENT RESEARCH & EDUCATION FOCUS	TUITION/ R&E FUNDS	PRIMARILY RESEARCH FOCUS	
	U OF MASS CHILD CARE OFFICE OFFERS SOME INFORMATION & REFERRAL & PARENTAL INFORMATION	FACULTY STAFF STUDENTS	ADMINISTERED BY U HAS A TITLE XX COORDINATOR/VOUCHER PROGRAMS-CC RECEPTIONIST			

This chart is a general summary of the Committee's review. Given that this information was collected over the course of the Committee's work and drew from a variety of sources, the Committee acknowledges that some of the information may not be complete or may have changed.

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SOME HIGHER EDUCATION INSTITUTIONS' CHILD CARE ACTIVITIES/PROGRAMS*

INSTITUTION	PROGRAMS FOCUS	POPULATION SERVED	UNIVERSITY INVOLVEMENT	FUNDING	COMMENTS	FUTURE PLANS
UNIVERSITY OF MASS. AT AMHERST (CONTINUED)	C.C. TUITION ASST. FOR LOW TO MODERATE INCOME THRU TITLE XX FUNDS	STUDENTS/STAFF	ADM. FED FUNDS	FEDERAL FUNDS ADM. BY U.		
	VOUCHER PROGRAMS FOR UNIVERSITY FAMILIES ELIGIBLE FOR AFDC	EMPLOYEES, STUDENTS	ADM. FED FUNDS WITH A TITLE XX/VOUCHER COORDINATOR	FEDERAL FUNDS ADM. BY U./ ADMINISTRATIVE SALARY PAID ?		
	CHILDHOODSHIPS (AMOUNT VARIES WITH INCOME - ALLOWS FOR SLIDING SCALE FOR SOME STUDENT FAMILIES WHO USE CHILD CARE)	LOW/MOD. INCOME STUDENT FAMILIES	ADMINISTERED BY UNIVERSITY	GRADUATE/ UNDERGRADUATE STUDENT SENATE SUBSIDIES		
					DAY CARE CENTERS (3 SITES) FY OPERATING BUDGET = $625,000 A) PARENT TUITION = 63% (FEES PLUS TITLE XX, VOUCHER, SUBSIDIES FROM OTHER ENTITLEMENT PROGRAMS) B) SUBSIDY FROM V.C. FOR STUDENT AFFAIRS = 37% 81 CHILDREN (18 TOD/63 PRE)	
UNIVERSITY OF ILLINOIS	CHILD CARE RESOURCE SERVICES: INFO & REF. ON AVAILABLE DAY CARE IN COMMUNITY	FACULTY STAFF STUDENTS COMMUNITY	HOUSED IN ACADEMIC DEPARTMENT	PARTIALLY FUNDED BY UNIVERSITY		COMMITTEE ON STATUS ON WOMEN GETTING ADD. FUNDING NO ON-SITE BECAUSE WON'T BE LARGE ENOUGH TO HANDLE DEMAND
UNIVERSITY OF INDIANA	CHILD CARE CENTER (7:30-5:00) YEAR AROUND) 48 CHILDREN (WAITING LIST)	FACULTY STAFF STUDENTS	NEAR UNIVERSITY/ UNIVERSITY $ SUPPORT	UNIVERSITY PROVIDES SPACE, UTILITIES, MAINTENANCE. PARENT FEES		

SOME HIGHER EDUCATION INSTITUTIONS' CHILD CARE ACTIVITIES/PROGRAMS*

INSTITUTION	PROGRAMS FOCUS	POPULATION SERVED	UNIVERSITY INVOLVEMENT	FUNDING	COMMENTS	FUTURE PLANS
UNIVERSITY OF INDIANA (CONTINUED)	DAY CARE CO-OPS	STUDENTS STAFF	LOOSELY AFFILIATED WITH U/D OF STUDENT	PARENT FEES		PLANS ON HOLD
	NURSERY SCHOOL	STUDENTS	AFFILIATED FAMILY HOUSING	PARENT FEE/ FACILITY PROVIDED/ MAINTAINED BY UNIVERSITY HOUSING DEPARTMENT		
UNIVERSITY OF WISCONSIN	10 CAMPUS BASED CHILD CARE CENTERS SERVES 300 CHILDREN	STUDENTS STAFF COMMUNITY	CENTERS CAMPUS-BASED BUT OPERATED BY OTHER ORGANIZATIONS	PARENT FEES		ASKING U. TO PROVIDE FACILITIES OR SUBSIDIES FOR 25% OF CHILDREN
	STUDENT VOUCHER PROGRAM		ADM. BY STUDENT AFFAIRS	STUDENT FEES ($73,000)		
STANFORD	CO-OP C.C. CENTER (150 CHILDREN)	FACULTY STAFF/STUDENTS	UNCLEAR, REPORTS TO DEAN OF STUDENTS	BUDGET $1,000,000 (PARENT FEES, FUNDRAISING)		
	3 NURSERY SCHOOLS	FACULTY/STAFF STUDENTS/COMMUNITY	"	PARENT FEES		
	CO-OP CENTER	FACULTY/STAFF/ STUDENTS	"	PARENT FEES		
	100 DAY CARE HOMES (800 CHILDREN) (HOMES OF GRADUATE STUDENTS REGISTERED WITH CHILD CARE RESOURCES CENTER)	FACULTY STAFF STUDENTS	REPORTS TO DEAN OF STUDENTS	PARENT FEES		
	CHILD CARE RESOURCE CENTER (REF. & CONS. SERVICE)	FACULTY STAFF STUDENTS	REPORTS TO DEAN OF STUDENTS	FUNDED BY UNIVERSITY		
SMU	C.C. CENTER (40 CHILDREN)	50% SLOTS RESERVED FOR STUDENTS, 25% FACULTY 25% STAFF	CAMPUS BASED OPERATED BY NON UNIVERSITY	UNIVERSITY PROVIDES SPACE AND UTILITIES PARENTS FEES		HOPING TO EXPAND: GOAL 100 CHILDREN, ASKING SMU FOR $ FOR NEW FACILITY

SOME HIGHER EDUCATION INSTITUTIONS' CHILD CARE ACTIVITIES/PROGRAMS*

INSTITUTION	PROGRAMS FOCUS	POPULATION SERVED	UNIVERSITY INVOLVEMENT	FUNDING	COMMENTS	FUTURE PLANS
UNIVERSITY OF HOUSTON	CHILD CARE CENTER SERVES 200 CHILDREN (WAITING LIST OF 400)	20% FACULTY 20% STAFF 60% STUDENTS		BUDGET $535,690 ($38,000 FROM STUDENT FEE SUBSIDY) REST USER FEES		
HARVARD	7 INDEPENDENTLY RUN CENTERS; EACH GOVERNED BY OWN BOARD	FACULTY STAFF STUDENTS	LOCATED ON/NEAR CAMPUS (UNIVERSITY PROVIDES FACILITIES)	SPACE, UTILITIES, AND LOCAL SERVICES FROM UNIVERSITY		
UC BERKLEY	STUDENT FAMILIES (210) SERVED WITH FULL-DAY OR FLEXIBLE CARE; AGES 3 MONTHS - 8 YEARS WITH AFTER SCHOOL PROGRAMS SEVERAL CENTERS	STUDENTS	DIRECTOR OF CHILD CARE REPORTS TO AUXILLARY ENTERPRISES OFFICE. STAFF ARE UNIVERSITY EMPLOYEES WITH UNIVERSITY BENEFITS	PARENTAL FEES, STATE FUNDING. FEES ON SLIDING SCALE		
UCLA	INFANT DEVELOPMENT PROGRAM (PSYCHOLOGY DEPARTMENT)	FACULTY	ACADEMIC DEPARTMENT RESEARCH	PARENT FEES/RESEARCH DOLLARS		
	CHILD CARE SERVICES WITH 2 PROGRAMS: A) CHILD CARE CENTER 78 CHILDREN, 2 MONTHS-5 YEARS	STUDENTS (48%) STAFF (48%) FACULTY (24%)	ADMINISTRATED BY UNIVERSITY; UNIVERSITY PROVIDES FACILITY AND UTILITIES. REPORTS TO BUSINESS AFFAIRS	OVER $500,000 BUDGET PARENT FEES/STATE GRANTS/UNIVERSITY SUBSIDY/STUDENT FEES LOW INCOME GRANTS. LIABILITY CARRIED/ COVERED BY UNIVERSITY	LARGE WAITING LIST (700)	RAISING $50,000 IN FUND RAISING DRIVE
	B) OUTREACH PROGRAM INFORMATION AND REFERRAL	FACULTY/STAFF STUDENTS	2 UNIVERSITY STAFF MEMBERS	UNIVERSITY SUBSIDY		
UNIVERSITY OF MICHIGAN	DIRECT AND INDIRECT CARE ALMOST 400 CHILDREN IN 4 PROGRAMS. CHILDREN'S CENTER	FACULTY/STAFF STUDENTS	ON CAMPUS	FEES & SCHOLARSHIPS		
	GRADUATE STUDENT HOUSING PLANS FOR 45 FTE'S	STUDENTS	HOUSING			

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SOME HIGHER EDUCATION INSTITUTIONS' CHILD CARE ACTIVITIES/PROGRAMS*

INSTITUTION	PROGRAMS FOCUS	POPULATION SERVED	UNIVERSITY INVOLVEMENT	FUNDING	COMMENTS	FUTURE PLANS
MICHIGAN STATE	CAMPUS CENTER W/ 102 SLOTS SLIDING SCALE	FACULTY/STAFF STUDENTS/COMMUNITY		FEES/GRANTS	PROPOSAL FOR ADDITIONAL CAMPUS CENTER FOR 350 FTE	
UNIVERSITY OF MINNESOTA	U OF MINNESOTA CHILD CARE CENTER (68 CHILDREN)	FACULTY STAFF STUDENTS	ON-CAMPUS ADM ASSIGN T.O.C. OF ED. UNIV PAYS LIABILITY	77% USER FEES & 23% U SUBSIDY SLIDING FEE SCALES TO PARENTS	LONG WAITING LIST (RESEARCH FOCUS)	PROPOSAL PENDING
	STUDENT C.C. TUITION ASSISTANCE PROGRAM	STUDENTS	RUN BY STUDENT FINANCIAL AID	SUPPORTED BY STUDENT FEE $400 PER SEMESTER		
	YWCA CENTER FOR FLEX, SHORT TERM CHILD CARE 7AM - 6PM	FACULTY STAFF STUDENTS COMMUNITY	OPERATED BY REGISTERED STUDENT ORGANIZATIONS	STUDENT FEES WITH START UP COST BY STUDENTS ASSOC. & OTHERS	PART TIME	
UNIVERSITY OF NORTH CAROLINA	CHILD CARE CENTER (64) SLIDING SCALE TUITION	FACULTY (12%) STAFF (13%) STUDENTS (75%)	REPORTS TO STUDENT AFFAIRS	UNIV. PROVIDES SPACE/ UTILITIES. STUDENT SERVICE FEES	EXTENSIVE WAITING LIST	
	REFERRAL NETWORK			$10,000 PAID BY UNIV		
	NEW 3/4 POSITION OF CHILD CARE ADVOCATE FOR RESOURCE, REFERENCE, ADVOCACY			UNIVERSITY		
OHIO STATE	CHILD CARE CENTER IN NEW 35,000 SQ.FT. FACILITY -300FTE FULL DAY & FLEX SCHEDULES. EVENING HOURS. 52 WEEKS A YEAR 6AM - 6PM. ALSO SUMMER SCHOOL AGES 6-12. SLIDING SCALE FEES	FACULTY STAFF STUDENTS	OPERATED BY UNIV. AS NON PROFIT UNIT ON CAMPUS	UNIVERSITY PROVIDED PAY BACK BONDS FOR CONSTRUCTION PLUS UNIV PROVIDES FACILITY PARENTAL FEES TITLE XX	NEW FACILITY HAS WAITING LIST PROGRAM STARTED IN 1972	
UT DALLAS	YWCA OPERATED PROGRAM FOR 4-11 (PARTTIME)	STUDENTS	UNIVERSITY PROVIDES SITE IN UNION WITH UTILITIES	UNIVERSITY PROVIDED START UP SUPPLIES PLUS SOME SUBSIDY WITH Y PROVIDING "IN KIND" SERVICE		

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SOME HIGHER EDUCATION INSTITUTIONS' CHILD CARE ACTIVITIES/PROGRAMS*

INSTITUTION	PROGRAMS FOCUS	POPULATION SERVED	UNIVERSITY INVOLVEMENT	FUNDING	COMMENTS	FUTURE PLANS
UNIVERSITY OF WASHINGTON	VOUCHER PROGRAM FOR STUDENTS	STUDENTS	REPORTS TO VP STUDENT AFFAIRS	OVER $400,000 FROM STUDENT FEES		
	REFERRAL SERVICE BY OUT-SIDE CONTRACT	FACULTY/STAFF STUDENTS			PROPOSAL MADE BY CHILD-CARE COMMITTEE IN MAY, 1988	
	CHILD CARE CO-ORDINATING OFFICE			STUDENT FEES		
	CHILD CARE CO-OPS	STUDENTS	STUDENT ORGANIZED	PARTIAL FUNDING VOUCHERS		

APPENDIX C
CHILD CARE SURVEY INSTRUMENT,
President's Ad Hoc Committee,
The University of Texas at Austin

The President's Ad Hoc Committee on Child Care
The University of Texas at Austin
Office of Institutional Studies Austin, Texas 78712 512 471-3833

February 7, 1989

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Dear Arnoldo,

The President's Ad Hoc Committee on Child Care requests your input on the enclosed survey. This survey is being sent to a random sample of faculty, staff, and students at The University of Texas at Austin.

The survey has been developed to assess the need for child care services for all members of The University community and to assist the committee in making recommendations to President Cunningham on how these needs might be addressed. Your input will ensure that accurate and complete information is used to describe current and future child care service requirements.

Responses will be treated with confidentiality. Your name will not be associated with any of the answers you provide. Only summary statistics will be used in reporting the results.

Thank you for your time and interest. Please return the survey in the enclosed envelope within the next day or two. If you have any questions concerning this survey, please contact the Office of Institutional Studies at 471-3833.

Sincerely,

The President's Ad Hoc Committee on Child Care

Dara Bailey, Students Association
James Deitrick, Accounting
Ryan Franco, Students Association
Harold Grotevant, Home Economics
Sharon Justice, Dean of Students
Carolyn Malloch, Students Association
Will Pinkerton, Students Association
Martha Williams, Social Work
Sarita Brown, Graduate School
Mitzi Dreher, Nursing School
Joe Frost, Curriculum & Instruction
Clemith Houston, Personnel Services
Peggy Kruger, EEO Office
Marsha Moss, Institutional Studies
Lisa Robinson, Students Association

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THE UNIVERSITY OF TEXAS AT AUSTIN

SURVEY ON CHILD CARE

General Instructions

This survey contains two types of questions. The first type asks you to provide demographic and descriptive information. Please answer these questions by checking the appropriate responses, and by filling in the blanks. The second type of question asks for your evaluations. Please answer the items in this question by circling the appropriate numbers.

This survey was developed by the President's Ad Hoc Committee on Child Care. When you have completed the survey, please return it in the envelope provided.

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6. Marital Status

_____(1) Single (Never Married)
_____(2) Married
_____(3) Separated, Divorced or Widowed

7. If you are a student, how do you finance your education? Please check all that apply.

_____ Student Loans
_____ Work study
_____ Scholarships Fellowships
_____ Employment
_____ Parents
_____ Savings Investment Income
_____ Other (please specify) _____

8. Do you feel UT should offer child care services?

_____(1) Yes
_____(2) No
_____(3) No opinion
_____(4) Comments _____

9. Do you think that a UT quality child care program would be helpful in recruiting or retaining students, staff, and faculty?

_____(1) Yes
_____(2) No
_____(3) No opinion
_____(4) Comments _____

10. Do you presently have children living with you in the age range (0-12) or will you have within the next two years?

_____(1) Yes (Please continue with Part II)
_____(2) No (Please continue with Question 19)

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12. Please provide information on child care arrangements for school-aged children when school is not in session (holidays, summers, etc.)

_____

_____

_____

13. Additional information you would like to provide regarding current child care arrangements.

_____

_____

_____

14. **If a University child care facility were available on or near the campus would you use it?** If you are planning to have children or if you have children, please provide the following information in the order in which you listed your children in item 11.

	Would Use Change to UT Facility	Types of Care Desired (check all that apply	Amount Willing to Pay Per Month for Type of Care
Child #1	___ (1) Yes ___ (2) No ___ (3) Undecided	___ (1) Regular Day Care ___ (2) Flexible (drop-in) Day Care ___ (3) Regular Evening Care ___ (4) Flexible (drop-in) Evening Care ___ (5) Weekend Care ___ (6) Holidays/Summer Care ___ (7) Other (Specify)	_____ _____ _____ _____ _____ _____ _____
Child #2	___ (1) Yes ___ (2) No ___ (3) Undecided	___ (1) Regular Day Care ___ (2) Flexible (drop-in) Day Care ___ (3) Regular Evening Care ___ (4) Flexible (drop-in) Evening Care ___ (5) Weekend Care ___ (6) Holidays/Summer Care ___ (7) Other (Specify)	_____ _____ _____ _____ _____ _____ _____
Child #3	___ (1) Yes ___ (2) No ___ (3) Undecided	___ (1) Regular Day Care ___ (2) Flexible (drop-in) Day Care ___ (3) Regular Evening Care ___ (4) Flexible (drop-in) Evening Care ___ (5) Weekend Care ___ (6) Holidays/Summer Care ___ (7) Other (Specify)	_____ _____ _____ _____ _____ _____ _____

(Question 14 continued on next page)

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16. Would a quality child care program on campus improve your performance as a student, staff or faculty member?

____ 1 Yes
____ 2 No
____ 3 No opinion

17. During the past year, on the average **how many hours per month** has the unavailability of child care required you to miss classes, meetings, work, etc.?

____ 0
____ 1-5
____ 6-10
____ 11-15
____ 16 or more

18. In an emergency (illness, etc.) do you have family or others who can provide you with child care assistance when your regular arrangements are not available?

____ (1) Yes
____ (2) No
____ (3) Sometimes

19. Are you aware of existing UT resources which could be utilized in providing child care programs on or near campus? If so, please list.

_____

_____

_____

_____

20. General comments on child care issues at UT:

_____

_____

_____

_____

_____

_____

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APPENDIX D

RECOMMENDATIONS FOR A UNIVERSITY FAMILY LEAVE POLICY

Faculty Senate, The University of
Texas at Austin, September, 1989.

RECOMMENDATIONS FOR A UNIVERSITY FAMILY LEAVE POLICY

Kenneth W. Kirk (Pharmacy) and Teresa A. Sullivan (Sociology), Co-Chairs of the Faculty Senate's Family Leave Committee, have filed with the *Secretary of the University Council* the Committee's report and recommendations. The Secretary has classified these recommendations as major legislation. The 21-day circulation rule for major legislation will be complied with on September 14, 1989.

Notice is hereby given that these recommendations will be presented to the University Council for action at its meeting on September 18, 1989.

H. Paul Kelley, Secretary
The University Council

RECOMMENDATIONS FOR A UNIVERSITY FAMILY LEAVE POLICY

Members of the Family Leave Committee were Rosalie Ambrosino (Social Work), Beverly Hadaway (Finance), Elaine Horwitz (Curriculum and Instruction), Kenneth Kirk (Pharmacy, Co-Chair), Douglas Laycock (Law), Alice Redland (Nursing), and Teresa Sullivan (Sociology, Co-Chair). Terry Perrin (Data Processing) also attended meetings as a staff representative. The committee members met six times.

Introduction. The Chair of the Faculty Senate provided the Committee with its charge. In this report, we have first outlined the procedures we followed in carrying out the charge. Next, we have defined family leave and presented a set of principles that we believe should guide faculty deliberations on family leave issues. We then outlined what we believe to be the current policy and practices within the University, including the written responses of faculty members to a survey on family leave which we conducted. In the next section, we have identified six issues that affect family leave and discussed each issue as it relates to UT-Austin. Finally, we have proposed six recommendations for Faculty Senate action, together with rationales for those recommendations.* The appendices contain further information about the sources and data we used.

*(Appendix C of the Report of the President's Ad Hoc Committee on Child Care contains only the six recommendations noted.)

Definition. For purposes of this report, we have defined **family leave** as **"the release of a tenured or tenure-track faculty member from the regular schedule of faculty duties to provide care to a family member who is newborn, ill, or injured."** Family leave includes: (1) maternity leave; (2) leave to care for a newborn or adopted infant by either parent; (3) leave to care for an ill member of the household; and (4) leave to care for family members such as non-custodial children or elderly parents who might not live in the faculty member's household but who rely on the faculty member for care.

Recommendations

1. **We recommend that the University develop a single comprehensive policy statement that incorporates the various pieces of a family leave policy (see earlier discussion of "Current Policies"). This statement should acknowledge that having a family is compatible with being a faculty member, and this statement should be provided in the ordinary course of events to all newly hired faculty.**

2. **We recommend that the University seek funds for paid family leave for tenured and tenure-track faculty.**

   A reasonable policy might provide for a [maximum] of one semester of paid family leave after the faculty member has exhausted his/her sick leave and vacation leave. Such a policy might provide for no more than two such leaves [over some designated time period], and for an obligation to teach at the University for one year after taking such a leave. The funds for family leave should come from a centralized University account and not from the budget of the faculty member's department or school.

3. **We recommend that the University systematically provide in-service training for deans, department chairs, and directors on the issues and policies associated with family leave. As new deans, chairs, and directors are appointed, they should be provided with the same information.**

4. We recommend that newly hired faculty be advised of the impact of family leave on their fringe benefits. In addition, faculty should be counseled about elective benefits such as disability insurance that may provide income maintenance after sick leave has been exhausted.

5. We recommend that the University adopt a policy to extend the probationary period for tenure for a maximum of one additional year for untenured faculty who take at least 15 weeks of paid or unpaid family leave. This extension could be taken at the option of the faculty member.

6. As an alternative method to Recommendation 5, we recommend that the University adopt a policy to permit administrative approval to extend the probationary period for tenure to a maximum of one additional year for untenured faculty who request it by certifying that they have primary responsibility for a child under the age of five years or for a seriously ill or seriously injured family member. No faculty member could elect both forms of extending the probationary period spelled in Recommendation 5 and 6.

   Unlike the case anticipated in Recommendation 5, under this recommendation the faculty member would not necessarily be on leave, but would be performing normal duties and receiving normal compensation. This option would be initiated at the choice of the faculty member, except that this option could not be exercised in the sixth probationary year or once the Budget Council has started the process of denying the faculty member tenure. Faculty members who elect to "stop the clock" would continue their teaching and would receive their regular salaries, but would be able to extend their probationary period in recognition of the time their family responsibilities would take away from their research and other longer-term projects.